DOCUMENT RESUME

ED 216 616 HE 015 062

AUTHOR	Zagoren, Adelaide M., Comp.
TITLE	Involving Alumni in Career Assistance Programs.
INSTITUTION	Council for the Advancement and Support of Education, Washington, D.C.
REPORT NO	ISBN-0-89964-192-X
PUB DATE	82
NOTE	118p.
AVAILABLE FROM	CASE Publications Order Department, Box 298, Alexandria, VA 22313 ($16.50, prepaid).
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Alumni; Alumni Associations; *Career Counseling; Career Planning; Case Studies; College Graduates; *College Students; Education Work Relationship; *Employment Opportunities; Helping Relationship; Higher Education; *High School Students; Job Placement; Liberal Arts; *Occupational Information
IDENTIFIERS	Baldwin School PA; Bryn Mawr College PA; Colgate University NY; Columbia University Barnard College NJ; Cranbrook; Dana Hall School MA; Iowa State University; Kingswood School MI; Rutgers The State University Douglas College NJ; Smith College MA; Swarthmore College PA

ABSTRACT

The ways that alumni can contribute to career assistance programs and programs at 13 private schools, colleges, and universities are described in this handbook. In an introductory chapter, Adelaide M. Zagoren shows that career assistance programs help students find practical uses for their education, assist the institution evaluate the results of the education, and may aid alumni in their own career development. A career counseling program may establish important communication between the business world and the institution, and alumni career-related programs help the public image of the institution. According to Alva C. Cooper, alumni involvement is probably most helpful in the liberal arts college. Alumni must understand services performed by the career counseling and placement program, including orientation, individual and group counseling, outreach, career planning, and placement counseling and referral. Alumni are needed as speakers, as subjects of student interviews, and as sources for job development and experiential education programs. Attention is directed to program coordination, keeping good records, programs for liberal arts students and special constituencies, including graduate students, professional school students, nontraditional adult students, minority students, secondary school students, and alumni. Case studies and sample materials are presented for the following schools: Iowa State University, Smith College, Swarthmore College, Colgate University, Douglass College, Bryn Mawr College, Barnard College, Baldwin School, Dana Hall School, and Cranbrook and Kingswood Schools. Questionnaires, publicity materials, conference programs, and related materials are included. (SW)

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Involving Alumni in Career Assistance Programs

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Suite 400, 11 Dupont Circle, Washington, DC 20036
ISBN-0-89964-192-X

PREFACE

If your alumni program provides tangible services to students, your institution has a better chance of maintaining their loyalty as alumni. One area with great potential for building that loyalty is career assistance. In today's job market, students are becoming more concerned with career opportunities. Young alumni may need help making contacts in their field. Older alumni may need assistance in changing their career paths. And elementary and secondary school students can benefit from having a realistic understanding of careers as they continue their education. At the same time, your alumni with established careers are valuable resources to fill those needs.

With the involvement of your alumni, your institution can offer career assistance programs that enable alumni to serve students, their alma mater, and themselves. This handbook tells you how. We start by explaining the types of services you can offer and giving advice on organizing, coordinating, and maintaining effective career-related programs. In addition, case studies from various types of institutions show how your colleagues are succeeding in this important area.

I am grateful to the following persons for contributing case studies and other materials: Carlyn J. Brannelly, Alva C. Cooper, Maralyn Orbison Gillespie, Betsy F. Havens, Robert A. Howard, Judith K. Katz, Phyllis Lepke, Carole A. Manley, Irma Moore, Linda Rothman, Diane Yelle Spence, and Gertrude Stella.

I also appreciate the help of Frances Riche, former Assistant Dean, Douglass College, for her conscientious assistance in editing, and Claire Krucher, Associate Director, Douglass/Cook Career Development and Placement Services, for her professional assistance throughout the book.

Read what your colleagues have to say about career assistance programs, learn from their experiences, apply the techniques that can help your institution, and then enjoy the rewards of providing a valuable service to your students and alumni.

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Section One

Career Assistance Programs: The Basics

I. INTRODUCTION

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Alumni often complain that they feel like excess baggage at their alma mater, that the institution never consults them on important decisions, that they hear from the institution only when it needs money. Many of us believe, however, that when the alumni presence is felt and respected on campus, when alumni provide meaningful services to the institution that other groups are unable or unlikely to provide, the alumni association enters the mainstream of the institution. Once the administration becomes convinced that alumni services are important, the alumni association no longer hears the complaint, "It costs too much to provide services to alumni." Rather, the administration viewpoint is that the cost of maintaining an alumni body that will be involved in fund raising, student recruitment, and career assistance programs is well worth every dollar invested.

The administration will adopt this attitude only when the alumni association no longer emphasizes serving the alumni themselves or, worse, catering to their trivial wishes, but rather develops programs through which the alumni are able to serve the important needs of the institution. This handbook demonstrates how your alumni association can serve both the institution and the alumni through the all-important area of career assistance and job placement.

A career assistance program involves alumni with their alma mater in new and creative ways. It helps students find practical uses for their education, it helps the institution evaluate the results of the education it provides, and finally, although such a program is usually designed for students, it may also aid alumni in their own career development.

Through a career assistance program, alumni become an integral part of the life of their institution.

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* Zagoren is the author of all chapters in this section, except Chapter III.

II. WHY SHOULD YOU INVOLVE ALUMNI IN CAREER PROGRAMS?

For a number of reasons, a career assistance program is an ideal way to involve alumni volunteers in service to their alma mater. First, most alumni are delighted to be asked to share their expertise with the college community and appreciate such recognition of their success. Particularly in larger institutions, where alumni may feel that even a sizeable financial contribution is just a drop in the bucket, involvement in a career assistance program enables them to do something meaningful for the institution.

Secondly, according to recent U.S. Bureau of Labor statistics, one in four graduates will not find a job related to his or her college major. Most professional school graduates, except those in a few fields or those with the best grades from the top institutions, will have a hard time finding a job. Alumni who participate in career assistance programs have their work cut out for them. They can help students in all sorts of ways -- from assisting them in establishing practical career goals to opening doors in the professional world.

Third, a career counseling program often establishes important communication between the business world and the institution. Because of constant technological developments, jobs in the marketplace can change dramatically. Alumni can keep the institution informed about what jobs are available and what sort of training is required; they can bring the needs of the business world to the attention of the institution, encouraging it to make higher education more relevant to the needs of society by providing the training and education that will prepare students for the jobs that are available.

I do not believe that institutions that traditionally have provided a liberal arts education should abandon it in favor of vocational training. But I do believe in adapting the liberal arts to help students develop marketable skills. The career advisory programs described in this handbook can help students identify options for careers in which they can use those skills.

In today's world, an institution needs to use every resource at its command. Graduates by the thousands are established in careers in the world outside the institution. They are using the training and education they received during their college years. They are the products of the institution, they are its visible results, and much of its reputation stems from their successes or failures. If an institution has served its students well, a majority of its graduates are making important contributions in their fields of endeavor.

No institution can afford to ignore this corps of successful people, especially when they have already established ties of interest and affection to the institution. Alumni know how their education has served them and how it might have served them better, and they know their own fields -- the new techniques, the latest research, the training required. Many of them make important determinations on the hiring of new staff in their organizations. And all of them like to be recognized by their alma mater for their achievements.

Use these alumni in your programs, enlist their assistance on your career program development committees, invite them to return to campus in an advisory capacity. Administrators, faculty, students, and the alumni themselves will benefit. It has been my experience that alumni who are involved develop an enthusiasm for the institution that is manifested in good will, financial contributions, support for legislation that benefits higher education, and a desire to see their children enrolled at their alma mater.

Finally, most alumni career-related programs help the public image of the institution. When you place students as interns, or externs, when you invite alumni or other members of the business world to the campus to speak at a career conference, when your staff and key volunteers encourage the cooperation of businesses and corporations in various programs, you are conveying to the public and to business leaders an image of the institution and its graduates. When the institution plans effectively and selects participants carefully, this image can be a very favorable one.

III. WHAT YOU SHOULD KNOW ABOUT CAREER COUNSELING AND PLACEMENT OFFICES

Alva C. Cooper
Former Career Counselor
and Placement Director
Hunter College

Both the extent and the quality of career counseling and placement services differ from institution to institution. Even the title of the office varies: it may be Career Planning and Placement, Career Development Services, Career Development-Placement, Career Services, Placement, and so forth.

In some institutions, the counseling center and the placement service are in separate offices. I believe the opportunities for alumni involvement are greatest when the same office does both counseling and placement. Alumni involvement is probably most helpful in the liberal arts college. Of course, this doesn't mean that alumni shouldn't be involved on the graduate level or in the professional schools. But the greatest need may be in the liberal arts college.

In any case, before you begin to plan a career assistance program, it is essential that you establish communication with the director of the office responsible for career counseling and placement. Only when the alumni office has a complete understanding of the services performed by the career counseling and placement program can alumni render maximum services to the students and the institution.

In well-planned and well-budgeted programs, the career counseling and placement services are accessible to all populations registered in the institution. These include, for example, minorities, women, the handicapped, and nontraditional students (those who return to college after a lengthy hiatus or begin their studies at an older age than traditional students).

Programs offered by most career offices include:

Orientation

Individual counseling

Group counseling

Outreach

Career planning course

Career conferences

Displays of career information

Workshops

Placement counseling and referral (this often includes placement for part-time and summer jobs and in many cases is available to both undergraduates and alumni; in some institutions the financial aid office handles part-time placement.)

Many colleges also offer experiential education programs, including internships, externships, and cooperative education programs. In addition, most career offices maintain a career information center. Another important activity is follow-up studies of graduates.

At institutions where the career office does not provide all of these services, the alumni association may be able to take responsibility for some of them. A brief description of each program follows.

Orientation. In an orientation program, the career counseling and placement director explains the services available and encourages the students to use them. At this time the director collects information regarding a student's proposed major field, vocational plans, and the need for assistance in exploring possible careers. The student usually provides this information on a needs analysis form. In this way, the career counseling and placement office can pinpoint the assistance needed by students and can encourage them to participate in specific career programs.

Individual counseling. A student meets with a counselor on a one-to-one basis to explore the factors that are important in a career choice, to discuss problems, and to develop short-and long-range goals.

Group counseling. Like individual counseling, a group situation gives students the opportunity to learn about careers as well as the chance to learn from other students. Through the group the student learns he or she is not alone in the difficult process of choosing a career. In a group the counselor can help several students at a time. However, not everyone is comfortable in a group situation, and some students may need individual attention in addition to the group experience.

Outreach programs. Your institution may need to offer a variety of programs to reach as many students as possible. For example, a career office may set up programs in dormitories. A career counselor or resident counselor is available at specific hours for discussions with students and may take along career information materials. The career office may hold informational programs of career exploration at clubs, the student center, or any place convenient for students. Alumni can be helpful at these sessions by participating as speakers. A student may feel, "If they made it, so can I."

Career planning course. Many colleges offer a career planning course to help students identify personal and career goals. The techniques and skills taught in this course can have lifetime applications. The course usually covers self-assessment, values clarification, skills identification and transferability of skills, principles of decision-making and their application, and exploration of career areas, which includes information on the necessary academic preparation, the jobs available, and so forth.

In addition to research assignments that use the career information center, interviews with individuals in specific career fields are an important part of the information the student gathers. The career office and the alumni office should maintain a list of alumni who are willing to be interviewed by students. The interviews should be written up or put on tape and kept in the career information center for the benefit of other students.

Career conference. In a career conference, employers visit the campus and speak to students and faculty. The conference usually takes place in an auditorium or large room where each employer has a booth or table and offers information about the organization and/or the field in general. Many colleges hold career conferences in which alumni instead of employers provide information about careers. A career conference may include a variety of fields or it can be geared to special areas such as careers in health, specific businesses, or government.

Displays of career information. Displays such as "Career of the Month" provide information and can motivate students to inquire about possible careers. Such displays use photographs, graphics, and printed information. They are excellent vehicles to feature alumni who have been successful in certain fields.

Workshops. Workshops planned by the placement office usually include advice on how to prepare a resume, how to write a letter of application, and how to handle an interview. Sometimes you can persuade the placement office to provide similar workshops for alumni as well, if the alumni director feels there is a need for this service.

Placement counseling and referral. Alumni can actively participate in the placement program. The career office should have a file of alumni who can provide job opportunities, including possibilities for summer, part-time, and full-time positions, as well as other assistance. The placement program should help students obtain job interviews not only with on-campus recruiters, but also with employers who do not usually recruit on campus.

Experiential education programs. Exposure to the work environment is a very important element in the career development of students.

Internships are programs developed either by the academic departments or by the career counseling and placement director in collaboration with the departments. The student usually receives academic credit, but no pay.

Externships are short-term exposures. They can be planned to last for several days, for intersession periods, or for the summer. Externships carry neither credit nor pay.

Cooperative education programs involve students in alternating periods of work and study. These programs carry a salary, increasing responsibility if the student remains with the same organization, and frequently some academic credit.

The career counseling and placement office and the alumni office should work together to find alumni willing to sponsor the various experiential education programs the institution offers.

Career information center. A career information center might include a collection of pamphlets and books that describe occupational fields and the specific jobs within each field, employers' brochures, reports of interviews with alumni, and material on job-hunting techniques. Video or audio tapes are a valuable addition to a center's resources. These could include tapes of interviews with alumni employed in areas of interest to students or in areas that students should know about. The alumni association could underwrite such a project. Credit to the association given at the beginning of the tape would be good publicity for the alumni association.

Follow-up studies. The career counseling and placement office prepares follow-up studies of alumni on a regular basis usually one, five, and ten years after graduation. The alumni office should participate in developing the questionnaires and should share in the results. Information gathered includes position, career path, and correlation with college major and graduate work. This information reflects alumni progress, enables the institution to learn what courses might have been helpful but were not offered, shows the percentage of students who go on to graduate school, and identifies alumni who are willing to participate in college programs.

Understaffing in many career counseling and placement offices makes alumni participation essential. But even when staffs are adequate, alumni are needed as speakers, as subjects of student interviews, and as sources for job development and experiential education programs. Alumni speakers can be of particular value for groups of students who need role models and for those who need special encouragement and information, such as minorities, women, the handicapped, and nontraditional students.

Alumni can be effective only when there is cooperation and collaboration between the alumni office and the career counseling and placement office. When alumni have a clear understanding of the needs of the programs in which they participate, they become one of the most useful and important resources an institution can have.

IV. COORDINATING YOUR PROGRAM

Whether your venture into a career advisory program is small or large, it is absolutely essential that you coordinate your efforts with the career development office. You should not bypass this office in your planning. Without the cooperation of this office, your program will probably not succeed. The alumni office should initiate the steps toward cooperation if they are not coming from the career development office.

Here is one way to do it. Arrange a preliminary meeting with the director of the career development office to discuss possibilities. You will probably need a series of meetings with homework in between so that each of you understands the other's current programs and resources. Each of you should carefully review the unmet needs of your own constituencies and then work together to break down your clientele into groups so that you can plan programs to meet special needs. Through a series of friendly discussions, you will soon see how the alumni office can help your institution's career programs. Share with the director of the career office the program ideas you develop; he or she may think of others.

Begin with your current programs. No institution can afford duplication of efforts. Know specifically which groups the career office serves well and which it does not serve adequately. Specific populations that may need more attention include minorities, the handicapped, women, nontraditional students, graduate students, recent alumni not yet successfully placed in jobs, alumni desiring mid-career changes, alumni displaced by a special technological or employment situation, and alumni (particularly women) who wish to re-enter the job market after a lapse of several years. As you focus on the specific needs of each group, you will begin to perceive the special programs that you could adapt for each. You should also give some thought to the size of the groups in order to use your limited resources most productively.

Once the alumni office and career development office understand each other's operations and needs, it is time to define the resources of both offices. For example, career office resources might include a library containing general information on careers and specific information on companies and available jobs, a recruitment interview program for students, literature on graduate schools, information on job trends, and programs for students on such topics as career exploration, resume writing, and job-hunting techniques. Staff and budget are also resources you must consider.

The resources of the alumni office include whatever staff time and portion of the budget can be devoted to the career area, the publications you already have that you can use to promote events, and the possibility of piggybacking career programs onto other alumni and college programs, as well as those in your club system across the country. And don't forget your alumni, who would relish being asked to share their successes with the institution's community.

At Douglass College, a women's college, we use alumnae as peer counselors in three programs, the Mary I. Bunting Program, the Women's Center, and the Black Alumnae Career Network.

The Mary I. Bunting Program is for mature students. Graduates of this program, who have learned to cope with multiple family and educational problems and have successfully re-entered the job market, are excellent peer counselors for undergraduates now in the program. We have also held special career panels of these alumnae. We believe these panels encourage students to believe that they can attain their new career goals.

Our Women's Center, which primarily serves women who want to return to school or to the work force, has many volunteer alumnae peer counselors on its staff. These counselors are trained by the director and others to give professional assistance (see Chapter 6).

Our new Black Alumnae Career Network is off to a good start. Black alumnae who have successfully entered the job market or are pursuing their studies in graduate school return to campus or correspond with students and alumnae (see Chapter 6). We are convinced that volunteer alumnae are the most effective counselors in serving the needs of their own group. In this way, we are able to expand the efforts of the relatively few staff members in the career development office.

Whatever specific programs you choose to fit your campus needs, cooperative planning is the first step.

V. HOW TO KEEP GOOD RECORDS

A career assistance program requires good records. Your records should include information on your alumni, their careers, and the kind of support they are willing to give. Accurate, up-to-date information and an easily retrieved mailing capability are vital for any kind of career-related program. There are many ways to maintain the records you need, both manually and by computer.

At Douglass College we manually maintain an Alumnae Career Bank. Basic information and periodic updating come from the University Alumni Records System, which is now computerized (although only a few years ago the information was derived from manual records). Our alumnae office receives periodic computer printouts of alumnae who have indicated on a regular college survey that they are willing to share career information. Printouts include the alumna's latest address and career information.

Whether you receive new information from a computer, from a variety of manual records, or both, it is essential that you have a regular system for adding new information to the alumni career bank and that the records are easily accessible to the staff member responsible for the program. At Douglass the career bank consists of two large loose-leaf notebooks of alumnae office questionnaires completed by alumnae who have agreed to be included in career assistance programs. The forms are filed by field and by academic major. The career development office at Douglass has a copy of our career bank data. Whenever we add new questionnaires or replace outdated ones, we send the career office a copy of the changes.

To keep the bank as up-to-date as possible, we've established procedures to handle various situations. Whenever the class notes section of the alumnae magazine has interesting career news about an alumna, the magazine editor alerts the staff member handling the career program. The alumnae mail clerk forwards clippings that refer to alumnae careers. Any staff member who attends an alumnae program and learns of an alumna with an interesting career passes on this information.

The staff member in charge of the career program determines which suggestions are suitable prospects for the bank. This staff member sends these alumnae a personalized letter, which we have stored in the memory typewriter, and a questionnaire. The letter explains how alumnae can assist in our various career programs, and the questionnaire asks if they are willing to be included in the career bank and which programs they would like to participate in. The questionnaire also solicits additional information about alumnae positions. If an alumna agrees to take part, we include the returned questionnaire in the bank.

Periodically we publish various questionnaires in our Alumnae Newsletter, requesting information on the alumnae's careers and/or asking them to indicate whether they would like to participate in our career programs. We send to those who respond affirmatively the more detailed questionnaire for the bank. We update our records at least every other year by weeding out the file from top to bottom. And if an alumna's participation in the career program receives a very poor evaluation, we remove her questionnaire from the bank so that she will not be asked to participate again.

Our office keeps a master set of labels of the names and current addresses of everyone in the career bank who is willing to participate in our extern program. We use this master set to produce labels when we do the mailing to solicit sponsors for the current year. After the responses are in, we remove names of alumnae who cannot participate that year and use the rest of the list to generate labels for subsequent mailings for the current year's program.

Obviously an institution using a computer for the career bank could maintain more information then we can, but we have found that our bank runs smoothly and adequately with automatic procedures, form letters and questionnaires, and a set of master labels.

A system for updating alumni files regularly is vital. Most institutions report that they update their career records every five years, usually coinciding with reunion years. Whatever your office can do to update and add to your records is worthwhile: culling news releases and class notes, encouraging class reunion committees to include some career information in their questionnaires, and gathering information from whatever other sources you can think of. It is your job to keep all staff members, both professional and secretarial, alert to every possibility for gathering career-related information.

Some institutions maintain career information on 3 by 5 cards, some use file folders, and some use a combination. Whatever the format you use to make your alumni career bank available to students or faculty members, be careful not to include personal evaluation notes. However, you may want to note on the questionnaire how and when an alumnus participates because it is important that no one be used too often. The offices involved and the alumni committee responsible for the career program should, after thorough discussion, resolve questions about the career bank -- who may use it and how, what should be recorded there and what should appear only in the graduate's personal file, and how the bank's information can best be made available to the career development office.

Incidentally, don't assume that the alumni in your career bank are going to participate in a particular program just because they checked it off on the questionnaire. Be sure to ask well ahead of time if alumni will participate in a specific program; the date may be inconvenient or other problems may prevent their participation. Remember that the more successful your alumni are, the greater the demands on their time.

Cross-referencing alumni in the career bank by field and by major is important for a number of reasons. It will save you a lot of time if you are planning a panel discussion on careers related to a specific field. This year, in coordination with department chairpersons, we had a very successful series on careers related to particular academic disciplines. The sections in the career bank for those academic fields enabled us to identify the alumnae we wanted for the panels. We also used the section on majors in those disciplines to analyze the relationship between majors and eventual careers. Sometimes the connection is not immediately obvious, and an alumna working in a seemingly unrelated field may suggest a new career path to students.

Cross-referencing is also useful if we need someone to write a magazine article about a career in a certain field or if one of our students has requested an externship or internship in a specific area. A cross-referenced career bank can save many hours of work and enable you to find the right alumnus for a specific need.

So if you don't have a computer at hand, don't despair. You can still have a useful alumni career bank. And you can't have a good career assistance program without that career bank. Start pulling your information together now. Good records are a must.

VI. CAREER-RELATED PROGRAMS FOR SPECIAL NEEDS

Every institution has its own unique mix of student and alumni constituencies. When you plan career-related programs for your institution, you should work with the career development office to identify constituencies that can be served together as well as groups that need specialized services.

This chapter outlines programs you might consider for various constituencies, and Section II of this handbook provides case studies of programs in use at institutions across the country. Some programs are simple and inexpensive to produce; others are more costly and complex. But all can be useful.

PROGRAMS FOR LIBERAL ARTS STUDENTS

At most colleges, traditional liberal arts students probably comprise the largest group in need of career help. A student majoring in English, psychology, or French may find it difficult to identify career opportunities. He or she needs assistance in translating a liberal arts education into marketable skills for the working world. While faculty members can be of help, they are more likely to be oriented toward graduate school and an academic career. This direction may be ideal for some students. But many students need to work immediately after graduation or, for other reasons, are not inclined toward graduate school. They need some form of assistance to identify career options.

Hands-on job experience is one way of giving a student a taste of the working world. Long-term internships for academic credit, usually arranged by faculty members, can provide valuable hands-on training. The alumni career bank can be used to identify sponsors. Short-term externships can be scheduled for school holidays. Some institutions have been successful with paid externships during a longer period, such as a "winterim" period or summer vacation. The shorter externship and the internship for academic credit do not usually involve any pay for the students.

At Douglass, some years ago we began offering students afternoon or day-long on-the-job visits with alumnae. For example, an alumna who was a bank trust officer talked to a student about her job, the training required, whether or not graduate school was needed, and so forth. She also arranged a luncheon with several other women in banking. In this way the student received a broader look at the world of banking and got some different points of view.

Of course, this program provided only an observation, not hands-on experience. It had good, but not spectacular, results for several years. It was the forerunner of our extern program (see

Case Study 7). If you want to start with a small and simple program of job visits, be sure to include evaluations from the alumnus-sponsor and the student so that you can see how well it's working.

Liberal arts students also benefit from panel discussions by alumni who return to campus to discuss their jobs, their career paths, the opportunities in the field, the necessary training, and the courses that might be useful. Choose the alumni carefully and your panel program will probably be a success -- *if* you can get the students to attend. This is always the biggest problem. You may want to experiment with ways to build up your audience. Try holding the program at different times and places; try various methods of advertising; use students on your planning committee; encourage faculty participation; and arrange to have the panel discussion take place in the appropriate academic department. We are now using this last strategy and it seems to be working.

Panel discussions are best when participants represent a broad range within a field so that students hear a variety of options. Panelists can be alumni who took the same academic course of study and adapted it to different career areas, or those who had different academic preparation and ended up in similar careers.

A full-fledged career conference covering a variety of careers and academic disciplines is usually a major program offered by the career office. But often the alumni association can help by serving as co-sponsor or by identifying and recruiting alumni as speakers or workshop leaders.

Some institutions invite distinguished alumni to serve as alumni-in-residence for a few days or a week. During this time the alumni might present guest lectures in classes or meet with students individually or in group sessions.

About ten years ago, we instituted an award honoring alumnae for distinguished careers. On Founder's Day each year the four or five alumnae who receive this award are inducted into the prestigious Douglass Society. The award recipients can be role models for our students. Student leaders are invited to the induction luncheon, at which each award recipient speaks. And each alumna is invited to a special program in the appropriate academic department. The student newspaper covers these events with pictures and stories. We consider this award and the accompanying activities of the day an integral part of our year-long program in career assistance.

As another facet of the program at Douglass -- and one that costs practically nothing -- we allow seniors to advertise for jobs in the winter *Alumnae Newsletter*. We charge a dollar for each ad and limit the number of words. We send seniors a notice announcing this opportunity and suggesting how the ad might be worded to help the students "sell themselves." Although we have never done a survey to see how many students obtained jobs through these ads, we have heard that the students do get many inquiries. Alumnae report that they are impressed with the students' credentials, and even when they are not in a position to hire any of the advertisers, they enjoy reading the ads. Although we can't document results we believe that the ads produce good public relations benefits with students and alumnae.

PROGRAMS FOR SPECIAL CONSTITUENCIES

Graduate students. Unlike undergraduates, graduate students have usually defined their career field and completed all or most of the academic training required. Their needs are quite different from those of undergraduates. Your alumni career bank might offer them business or academic contacts to use in their search for work opportunities. They would also benefit from a program on the techniques of a career search -- resume writing, research on a field, how to interview, and so forth. Even those who attended such a workshop as an undergraduate would probably appreciate a refresher course.

Professional school students. Like graduate students, these people have pretty well defined their career goals and completed the academic preparation. You might use your alumni career bank to plan programs to bring back to campus alumni of their schools. This gives students an opportunity to establish contacts in their future professions. Encourage alumni to take on students as summer interns or as summer help. Try to plan programs that will enable students to interact with alumni and to plug into the "network" that almost every profession has established.

Older, nontraditional students. Students in this group often share a common -- and not unrealistic -- fear that employers will prefer to hire younger graduates. Peer counseling works well with this group (see Chapter 4). They can benefit from the advice of others in a similar situation who have found their way into the job market. You should design programs to give these special students self-confidence and to show them how their years of volunteer or other experience can work to their advantage on their resumes and in interviews. Although these students may be registered in a variety of academic departments, there is usually a social organization on campus through which you can contact them. Most student organizations look for free programs. Your offer of a career panel would probably be received with enthusiasm.

At Douglass the older women students apply in good numbers for our extern program and they do very well. Although this constituency can benefit from any general career-related programs, those involving some help from their peers are ideal.

Minority students. In my estimation, peer counseling programs are ideal for this group in addition to exposure to other career programs. Like older, nontraditional students, they seem to relate best to members of their group who have "made it" in the career world.

At Douglass we have organized a Black Alumnae Career Network to provide just this kind of support to students on campus and to young alumnae throughout the country. It is directed by a group of black alumnae, along with several students and administrators, and it is chaired by a member of our board of directors who is black.

The network accomplished a great deal in its first year. Identifying the alumnae who are black was a painstaking job in itself. The group is now collecting career information from everyone who wants to join the network. In essence, we have developed a career bank for black alumnae similar to our original career bank. Of course, many of the black alumnae are in both.

Among the network's activities was a highly successful career panel co-sponsored with the Africana House. This year's reunion program had time set aside for workshops and a meeting of the Black Alumnae Network. The more than 100 black alumnae who attended made an excellent start on developing goals and plans for the network. We have also received a modest foundation grant to develop the network further and are considering starting networks for several other peer groups.

Secondary school students. It has often been suggested that career counseling should start before the college years. Several institutions have found that providing career counseling programs to high school students has a double benefit: not only does it provide a real service to the younger student but it is also an excellent recruitment tool for the institution. For example, career panels of young alumni who live nearby can visit a high school; this is an excellent club activity to promote. Selected high school students can be invited to campus for departmental programs, including career information programs. We once worked with a district-wide Girl Scout Council to present a career conference for older Scouts. The conference, held on our campus, included campus tours and lunch in the dining halls. We used many young alumnae as career speakers. The value of this event as a recruitment tool justified the time and effort we put into it.

Alumni in mid-career change. There are always some alumni planning to make a mid-career change -- they may have lost their jobs, may have to move, or may have to change careers because of shifts in technology or their own interests. They need special help of one kind or another. They may want to research a new field or a new geographic area for opportunities. They may need to know what kind of training will be required for a new career and where they can get it. They may want to refresh their minds on how to prepare a resume or how to identify goals. Or they may simply need their self-confidence bolstered.

At Douglass we have a place where our alumni can have these needs met -- the Women's Center. The staff consists of professionals and lots of volunteer peer counselors who receive ongoing training from the professional director and other members of the college staff. At the center information is available on various fields and training opportunities. It is a place where an alumna can attend group sessions or arrange individual counseling sessions with a volunteer counselor or the professional director. (Career help is also available for these alumnae at our career development office, and we periodically remind them of this fact in the Alumnae Newsletter.)

The college underwrites the basic costs of the Women's Center. The alumnae office helps recruit volunteers, promotes the services, and occasionally co-sponsors specific programs. But the initial impetus for the establishment of the center came from the alumnae association itself. About 10 years ago it conducted a survey of the 11 reunion classes and discovered a definite need for the services the center provides.

Alumni returning to the work force. The needs of this group are similar to those of alumni in mid-career change and were a key factor in our decision to establish the Women's Center. Members of this group, which probably encompasses more women than men in the general alumni population of coeducational institutions, have developed new interests through the years. Even if they wanted to return to their original fields, they would probably need refresher courses. These people may be just beginning to define their new goals and would benefit from a general career conference as well as articles in your magazine on job trends and opportunities. Individual or group sessions at a women's center, a career resource center, or the career development office might also be useful.

ONGOING PLACEMENT SERVICES FOR ALUMNI

Some institutions have a major staffed program run by the alumni association primarily to serve alumni looking for jobs. Some colleges and universities provide alumni placement and counseling services as part of the career development and placement office program. Most charge alumni for individual counseling sessions and some support services. Perusal of the office bulletin board and career library resources is usually available free. Some colleges have regular job announcement letters to which alumni can subscribe. Many charge a small fee for reference materials on alumni to be sent to prospective employers. Others provide some services free for a year or two after graduation and then charge a fee. You should use your publications to remind alumni periodically of the services available at your institution and the costs, if any.

MINIMAL COST PROGRAMS

Using the pages of your alumni publications is a no-cost or minimal-cost way to provide career-related services to alumni and students. Whether you run periodic features on how to write a resume, job trends, and setting career goals; whether you allow students to advertise for jobs; whether you promote career-related opportunities at your college or nearby -- all such uses of your publications bring career help to those who need it.

Conferences and panels on campus serve large audiences with a minimum of expense. Alumni speakers, as well as those from government and industry, are usually free, and volunteers from your alumni committee can take care of much of the registration, promotion, and arrangements. Our rule of the thumb at Douglass is to charge a modest fee for alumnae and townswomen (who are usually invited to attend). This covers expenses and allows students to participate free or for a token fee. Staff time, however, is not figured into the expense.

Our extern program is more costly because it requires major amounts of professional and secretarial staff time as well as a lot of paperwork and mailings. Some budget considerations are included in the case studies in Section II. Establishing networks or career resource centers also involves some expenses.

Even when budget or staff time is at a minimum, there are many ways in which you can provide career assistance to both your alumni and your students. If you involve carefully selected alumni volunteers in your planning, before long they will become dedicated, capable, and knowledgeable extensions of your staff, enabling you to expand your career programs and activities.

Section Two

Career Assistance Programs: Case Studies and Sample Materials

CASE STUDY 1

Iowa State University

Career/Community Contacts Program

I. DESCRIPTION

Alumni volunteers serve as contact persons for students interested in obtaining more information on a career or a community. Names of alumni, addresses, phone numbers, and job descriptions are placed in a directory available in the Student Alumni Association office; students may consult the directory during office hours to find names of alumni who will talk about career paths, rewards, frustrations, working conditions, coursework required, or other job-related skills. Alumni may also be asked about the community: housing, transportation, local government, recreation, churches, businesses and medical services, shopping areas, day care facilities and schools.

Students using the contacts file complete a response form indicating the use they made of the information. Each student is allowed one free WATS line call from the office. All other contacts, by phone or letter, are at the student's expense.

II. EVOLUTION

The career/community contacts program is the result of efforts by the Career Awareness Committee of the Student Alumni Association to plan activities increasing undergraduate students' career options. When a Career Awareness Week, with a series of invited alumni speakers, was not well attended, the committee devised the contacts program as a year-round substitute.

III. BUDGET

The Career Awareness Committee is given $500 of the total $9000 Student Alumni Association budget. SAA receives its funding from the parent ISU Alumni Association.

The committee may allocate its funds for a variety of projects. Since students handle the preparation of the directory and card file, and the office WATS line is used, the expenses are minimal.

IV. STAFF REQUIREMENTS

The directory is available during regular business hours and is overseen by the secretary who serves the Student Alumni Association.

V. VOLUNTEERS

The initial list of potential contacts was taken from responses to a 1978 attitudinal survey conducted by the Alumni Association. From that indication of interest, the list was condensed to include only those in a seven-state area, and only those who were currently working in out-of-home occupations. Teachers were not included, since the College of Education's student teaching experiences serve that need.

In a week-long callathon, the student committee contacted those on the list, asking them to participate as career/community contacts. All those agreeing were sent a letter and response form on which to give complete information on themselves and their willingness to help. These were compiled by the students into a directory, listing contacts by state and town.

VI. COORDINATION

The seven career development offices on campus (we do not have a centralized placement office) support the career/community contacts program, although they have no financial or staff commitment. The placement officers refer interested students to the SAA office and the directory.

VII. NUMBER OF PARTICIPANTS

In the second year of the contacts program, two to four students use the directory each week.

VIII. PUBLICITY

The alumni tabloid carries an article on the contacts program prior to the callathon. The students advertise the directory's availability in the campus newspaper and personally visit each career development office to inform the coordinators. The career development office of the College of Sciences and Humanities funds the preparation of an informative flyer (see following material), which is also distributed on campus.

IX. BENEFITS

To students:	Personal contact with adult career model Easily accessible career information Potential for follow-up calls or placement
To alumni:	Personal contribution to alma mater Sense of fulfillment in helping a young person
To university:	Continued involvement of alumni Supplement to career awareness activities

X. PITFALLS

The career/community contacts program must be advertised heavily through student publications so that students are aware of its potential. Follow-up with the students using the file is helpful to ascertain its value. There should also be some way to make sure that the same alumni are not being called upon every time.

Prepared by: Phyllis Lepke
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CASE STUDY I: SAMPLE FLYER

Iowa State University

Career Contacts

MAKE A CAREER CONTACT

Do you want to get the "inside" story on a career which interests you? Then try "Career Contacts." Career Contacts is a recent program established by the Student Alumni Association (SAA) to give ISU students an opportunity to gain a better understanding of a career area which is of interest to them.

Career Contacts began with a Call-a-thon to 1,400 ISU Alumni to see if they would be willing to speak with ISU students about their own careers. Over 750 alums, in a seven state area, and in over 40 occupations said they would be more than happy to discuss their jobs, the rewards and frustrations involved, the working conditions, the courses they studied while they attended ISU, and many other job-related questions a student may have.

To make a career contact here's all you have to do. Go to the SAA office on the second floor of the Memorial Union and tell them you want to make a career contact. The SAA staff will help you choose several names and addresses of alums who are currently working in the field you are interested in.

From this point it's up to you to write the alumni to give them a little of your background and to find a convenient time for both of you to make a contact to discuss their job, either by phone or in person if possible. The SAA office will even allow one contact to be made using their WATS line. So what have you got to lose? You may be surprised at what you may learn or where that "contact" may someday lead.

The SAA Office currently has on file alumni working in the following areas:

Accounting
Ag. Business
Ag. Extension
Ag. Misc.
Computer Science
Conservation
Dairy-livestock
Farming
Farm Management
Finance
Forestry
Government
Industrial Admin(misc.)
Insurance
Journalism and Tele-
 Communicative Arts
Law
Management
Marketing
Medical
PR & lobbying
Real Estate

S & H - misc.
Self-employed
Transportation
Vet Med
Engineering --
 Chemical
 Civil
 Construction
 County
 Design
 Electrical
 Management
 Industrial & Consulting
 Mechanical
 Production
 Misc.
Home Economics
Home Economics (misc.)
Child Development
Dietician & Nutrition
Education

Further Questions: Call Tim Maves, SAA, 294-8488

POINTS TO PONDER:

Remember....your purpose is to gather information from someone who is working in a career area that interests you. You aren't asking for a job! You're seeking information that will help you understand the realities of a particular field.

Why do all this??....

--it will sharpen your perception of the career or job you've been thinking of.

--by talking with professional people and becoming familiar with their work, you will develop greater self-confidence.

--you will perhaps get a chance to observe people at work, their work sites, and general life style which surrounds their careers.

--these people who are your contacts, may lead to other contacts, which may someday lead to a job. Who knows?

and finally.....

--keep a record of everyone you talk to, their name, job title, employer, addresses and phone numbers.

--follow each contact with a note of thanks. Remember, these people have done you a large favor and a word of appreciation would not only make them feel good but you, too!

career
development
and placement

Questions??

CAREER CONTACTS QUESTIONS

The following is a list of possible questions which may be asked of your career contact. The list is neither exhaustive nor appropriate to all occupations and thus should only be used as a guide to help you obtain as much information as possible.

OCCUPATIONAL ENVIRONMENT:

1) How would you describe the environment you work in?
2) How would you outline or describe a "typical" day at work? (eg. your routine or the duties you perform on a regular basis.)
3) How much flexibility are you allowed on your job in terms of dress, hours, vacation, etc.?
4) Are you made aware of supervisory expectations?
   --Do these expectations seem realistic to you?
   —Are you allowed any input into defining your goals?
5) How much autonomy do you have on the job?
6) What portion of your job involves interacting with others, such as co-workers and/or the public?
7) What hours do you work?
8) How much "outside" or overtime work is required on your job? (eg. weekends, nights, etc.)
   --What does this work involve?

OCCUPATIONAL REQUIREMENTS AND EXPERIENCE

1) What college courses were most helpful to you in your college career?
2) What type of tools or equipment, if any, are necessary to perform your job?
3) Is special certification, licensing, or an advanced degree required for your job? If so, what?
4) What personal qualities do you see as important for success in this occupation?
5) Does your job require any special physical chaaacteristics? If so, what?
6) Is much travel involved in your job? If so, how much and what type?
7) How much job re-location is there?

BENEFITS AND FRUSTRATIONS:

1) What are the major rewards of your job?
2) What are the major frustrations you encounter on your job?
   --How do you deal with these frustrations?
3) What fringe benefits are offered on your job?
4) What is a possible salary range for someone in your occupation?

PERSONAL VIEWS:

1) How did you, personally, get interested in this area of work?
2) What was your undergraduate major field of study?
   --Have you always been interested in this area of study?
3) Did you have any practical experience or training, other than college, prior to your current job?
4) How did you get your current job?
5) Would you relate any incidents you've experienced which would give me a better "feel" for the job?
6) What type of lifestyle can one expect if one enters this field?

OUTLOOK:

1) What are the opportunities for advancement in this field?
2) What is the current demand for people in this occupation?
3) Do you foresee any changes in this demand in the future? If so, what or how?
4) How is this field likely to be effected by technological changes?

ADVICE:

1) If you were in charge of hiring someone to assist you in your line of work, what criteria would you use to make your selection?
2) Are there any professional groups I, as an undergraduate, can join which would be beneficial to me? Which?
4) Do you know where I can write for further information about this occupation such as books or pamphlets?
5) Do you know of any other people in this field who might be willing to talk with me about their experience?
6) Do you know of any summer employment opportunities or internships which would benefit me?

CASE STUDY 2

Iowa State University

Extern Program

I. DESCRIPTION

Undergraduate students, usually sophomores and juniors, are matched with alumni hosts who volunteer to provide job observation and career awareness activities during a three-to five-day visit by the student to the host's work place.

Hosts all over the United States are used. Students pay all of their own expenses; some minimal financial assistance is available. Careful screening of students and hosts by application and interview is followed by preparatory, non-credit seminars for the students.

No other non-credit career development program formally existed prior to establishment of the extern program in 1975. The program is a cooperative venture of the ISU Alumni Association, ISU Student Alumni Association, Office of Student Life, and Placement Council. An extern task force comprised of representatives of all four groups supervises the program.

II. BUDGET

A. From the Alumni Association -- $500 (designated specifically for financial aid)

B. From the cooperating colleges -- $300

C. From the Office of Student Life -- $300

Approximate Total Income: $1,100

D. Expenses include all forms of communication -- letters and calls to hosts and students, booklets for hosts and students, forms, duplicated materials, labor for a part-time graduate assistant

Approximate Total Expenses: $1,200

III. STAFF REQUIREMENTS

A coordinator is required. This person should be able to devote full-time to the extern program at two key times -- during the week of selection of externs and the week immediately before the extern visits. At other times a committee or task force of cooperating staff members from the sponsoring agencies can handle interviews, host contact, follow-up with students, and evaluations. Monthly and then weekly meetings of the whole committee are necessary.

For some of the routine work, which includes form letters and seminar materials, it is helpful to use part-time student help; this allows the professional staff member to concentrate on personal contacts with hosts and student externs.

IV. VOLUNTEERS

The program is appealing enough to alumni that finding hosts is not a problem. Requests can be made through the alumni newspaper or magazine or via direct mail. Even telethons may work for this purpose.

Volunteers must receive regular and complete information on the extern placement process. They cannot be expected to provide housing, meals, or transportation, although some do.

One difficulty is that often enthusiastic hosts volunteer externships for which there are no students desiring placement. An ad in the student newspaper or communication with campus departments may bring such an opportunity to students' attention.

V. COORDINATION

The extern program is part of a continuum of career awareness experiences and must be carefully coordinated with all campus offices offering career-related services. Otherwise, duplication of efforts and confusion over hosts result. Having representatives from various agencies on a coordinating committee (task force) may help. Asking a former extern student to sit on the committee also offers valuable insight.

VI. NUMBER OF PARTICIPANTS

For a week-long, late February externship, the ISU seven-member task force can place 55-80 students with hosts. Most stay in the Midwest, although several have traveled to Washington, DC for government-related activities and others have visited New York and California.

To expand the ISU program significantly, some of the most time-consuming steps, such as written applications, personal interviews, preparatory seminars, and annual program evaluation, could be dropped. However, the ISU extern task force believes these careful steps allow for the most beneficial experience for students and alumni.

VII. PUBLICITY

To students:	Advertisements in student newspapers Flyers and posters Informational meetings during fall quarter Announcements to faculty and academic advisors Presentations to departmental clubs Promotion by Student Alumni Association Announcements in career-oriented classes
To alumni:	Articles in alumni tabloid Direct mail solicitation of those expressing interest via 1978 attitudinal survey Personal correspondence from leads provided by faculty Promotion at alumni club meetings

VIII. BENEFITS

To students:	Practical experiences not available on campus Positive career models Potential for future placement Chance to explore alternative careers
To alumni:	Positive, personal experience with students Sense of giving something to the university An opportunity to "show off" their alma mater to colleagues
To the university:	Increased contact with alumni Identification of interested alumni for future university service Broader exposure of students' talents Potential career placements Increased on-campus cooperation by departments

IX. PITFALLS

This program stands every chance of succeeding unless there is a breakdown of communication -- among participating departments, between hosts and task force, between students and task force, etc. Every phase requires very careful attention. All communication should be as personal as possible since there's great public relations value in the extern program. But all arrangements should also be in writing so that all parties are sure of what is expected. Students and hosts are anxious to be thoroughly prepared, and both benefit from the time spent together.

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CASE STUDY 2: EXCERPTS FROM EXTERN HOST BROCHURE

Iowa State University

WHAT'S THE HISTORY OF THE ISU EXTERN PROGRAM?

The idea of an extern program is not a new one, although it is relatively new to Iowa State University. Such programs have been carried out successfully at a number of institutions of higher learning. The ISU program is patterned after one at Swarthmore College in Pennsylvania.

Work on the ISU program was begun in the spring of 1975 when representatives from each of the cooperating campus agencies involved began planning the program. In the summer of 1975 personal letters were sent out to ISU alumni chapters across the Midwest. The chapters were asked to assist in placing Iowa State students for the week-long period between winter and spring quarters as a club project, providing each student with that look at the "real world" in his or her chosen field of study.

The program has placed 127 students over the past three years. Although the greater number of hosts for the program are Iowa State alumni, increases in student participation have resulted in calling upon even more friends of Iowa State to serve as hosts.

Extern experiences have been provided in the following occupational areas:

Advertising
Agriculture
Architecture
Banking and Finance
Cartography
Chemical Engineering
Civil Engineering
Community Agencies
Construction
Consumer Research
Dentistry
Dietetics
Electrical Engineering
Environmental Research
Extension
Finance/Accounting
Food Processing
Food Science
Home Economics Extension
Housing
Human Development Consultation
Human Medicine
Insurance
Journalism
Law
Motel Management
Nursing
Pediatrics
Physical Therapy
Politics
Public Relations
Publishing
Radio and Television
Retailing
Social Service
State Government Agencies
Teaching
Veterinary Medicine

The range of possible extern experiences is endless, and we are constantly seeking placements in other occupational areas.

HOW ARE THE STUDENTS SELECTED?

Following the Extern Program promotion to ISU students during the fall term, interested students will be asked to submit a resume and a program proposal to the Task Force. Efforts will then be made by the Task Force to select the best possible host for the student and the best possible student for the host. Both the student and the host will be informed of the match. These announcements will be made in early December.

If an immediate match is not available between hosts and students, the Extern Program Task Force will make every attempt to find a compatible match. In all cases, placements will be finalized by February 2.

WHAT IS EXPECTED OF THE HOST?

There is no required expense to the alumni club or individual serving as a host to students participating in the ISU Extern Program. Expenses incurred during the program will be borne totally by the student, unless the club or individual wishes to help the student in some way.

During past years of the program, most hosts offered room and board to the student extern. This is helpful, but by no means mandatory.

Students are responsible for their own transportation to and from the location of their extern experience.

Hosts for the extern program are encouraged to work closely with members of the ISU Extern Program Task Force in making the extern experience a meaningful one for students. It is also helpful for the host to correspond directly with the student extern, sharing information about the company or agency and setting up an itinerary for the week.

One of the most vital aspects of the extern experience is providing the student with the opportunity to observe and participate in professional activities that might be characteristic of the work setting. Often it is helpful for the student to visit related agencies or companies during the week that might expose the extern to the variety of occupations available in a given field.

WHAT IS EXPECTED OF THE STUDENT?

Students who are selected for the Extern Program are expected to have clear and definable objectives for the Extern experience. In some cases, these may be revised following placement with a host, so that the student will receive maximum benefit from the program.

During December and January, a series of seminars will be held for Extern Program participants. Those students who have been selected are required to attend each of these sessions. Topics will include refining proposals for the program, how to work with the host in defining the experience and developing an itinerary for the week, how to set up housing, and how to be an "ambassador" for Iowa State.

Students should have completed two quarters of college level work at the time of application, and should have at least two quarters of academic work to complete following the Extern experience.

HOW CAN I INDICATE MY INTEREST OR ASK MORE QUESTIONS?

Write or phone the ISU Extern Program c/o Iowa State University Alumni Association, 125 Memorial Union, Iowa State University, Ames, Iowa 50011. Call: (515) 294-4607, Ext. 28.

We look forward to your participation in the Iowa State University Extern Program.

CASE STUDY 3

Smith College

Career Resources Program

I. DESCRIPTION

Career Resources is a career information service for alumnae and students, using the talents, experience, and contacts of alumnae to help both graduates and current students make career choices and find out about job opportunities or further training. It is not an employment agency or a counseling service. The program is designed to inventory alumnae resources and act as a clearinghouse for information. It is a program usually carried out by a club that is already established and works well with guidelines established by the alumnae office and ongoing coordination with the career development office.

Career Resources is, in essence, a file of alumnae (and in some cases their spouses) who are in business or the professions and who are willing to spend some time giving support and encouragement and acting as role models to students and other alumnae. How the file is started and maintained varies but it is usually under the auspices of an alumnae club.

The file begins with questionnaires (see following material), which may constitute the file, or the information may be transferred to cards. A list is usually drawn up of employers and firm names represented among the various career fields. There should be a system for updating the material either by phone calls or by the use of another questionnaire.

It is a good idea to have a committee in charge. Procedures should be set up for Career Resources contacts; one method is to have a committee member ascertain the availability of the alumna resource at a certain time and to alert her to the likelihood of a request for her services.

A follow-up procedure is desirable but sometimes hard to implement. Was the resource person actually contacted? How did the discussion go? How could the procedures be improved? Centralized records should show how many times, and with what results, the file was used.

The program could also provide other information besides data on career fields. It could list nonprofit agencies in the area that seek volunteers; continuing education opportunities in the area as well as institutions offering professional and postgraduate training; nonprofit counseling services that provide guidance to those seeking to enter a career or change a career field; and pertinent career-oriented reading material.

II. BUDGET

An amount should be in hand to cover printing and mailing the initial questionnaire. Printing could be simple multilith and mailing could be by permit. Since the committee is volunteer and there is no charge for the service, there is no payroll or income involved. If the program is club-connected, the club treasury could be stretched to cover the construction of the file as described.

III. PUBLICITY

If the club has a newsletter, the program should be featured as it is being planned and when it is ready for business. It should also be mentioned from time to time in subsequent letters. Also, the parent institution's magazine should specify in what cities the program operates.

IV. BENEFITS

The benefits to individual students or alumnae can be enormous. The program can also be helpful to the Career Development Office in providing sources for career information, planning seminars at the college, setting up internships, and assisting with summer jobs.

The file of talents and interests could also benefit a community in need of professionally trained people for paid and volunteer work.

There are other benefits for a sponsoring club; the file can provide ideas for speakers and expand the pool of those who could serve on the club board.

V. PITFALLS

The one pitfall would be the danger of overuse or underuse of the file. Either extreme is undesirable, but it is easier to control overuse. Adequate thought to publicity about the program should be a top priority.

Prepared by: Gertrude Stella
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CASE STUDY 3: CAREER RESOURCES QUESTIONNAIRE

Name of Club ____________________ Location ____________________

President's Name ________________ Address ____________ Tel. No. ________

Name, CR Coordinator ____________________ Is Coord. on Club Board? _____

Address ______________________________ Tel. No. ______________

INTERNSHIP Chair ________________ Address ____________ Tel. No. ________

No. on Internship Comm. ___ Date Internship began ___ Time spent by Comm. __________

Costs/yr ____

No. of Internships available ______________ No. of referrals from CDO _______

No. of acceptances ______________ No. (type) of housing accommodations ________

NETWORK Chair ____________________ Address ____________ Tel. No. ________

No. on Network Comm. ___ Date Network began ___ Time spent by Comm. ___ Costs/yr ___

No. and types of inquiries (housing, schools, vol., jobs, etc) ______________

No. housed for internship ______________________________

Age distribution of those making inquiry: Undergraduate _____ 10-25 yrs out ________

25-35 yrs out ________ over 35 years out ________ Do you think this is a useful service? ________

CAREER RESOURCES Chair ______________ Address ____________ Tel. No. ________

No. on CR Comm. ___ Date CR began ___ When updated ___ Time spent by Comm. __________

Costs/yr ______

Date (s) of questionnaire ______________________ (attach sample)

Percentage of response ___ No. in CR file _____ No. of referrals ___ this yr ________

prior yrs ___

No. of referrals satisfactorily completed (estimate) ______________________

Age distribution of referees: Undergraduate __________ recent to 10 yrs out ______

10-25 yrs out ______________ over 25 yrs out ______________________

Has file been useful ______________ Explain how on reverse.

Is CR willing to administer a summer job program? Yes _____ No _____

CASE STUDY 4

SMITH COLLEGE

Tropism and Refraction Program

> (Tropism refers to the unreflective, unaware movements we make in our lives because of unthought out or unrecognized agenda. It is a biological metaphor. Refraction carries with it the sense of exposure to light, which then reveals to scrutiny the nature of underlying structure or flow or conflict.)

I. DESCRIPTION

Tropism and Refraction is a program for women who are reordering their priorities. It is a combined offering of the Alumnae Association, the Career Development Office, and the Student Counseling Service at Smith College.

Approximately 35 to 45 participants spend five days on campus exploring new directions they may wish to take. The format of the program is based on discussions centering around problems of change and includes both group meetings and individual interviews. Vocational exploration and counseling are offered, and evenings are spent in related programs. The program is staffed by professional counselors. The announcement of the program is usually mailed to a group of classes out five to 25 years. The planning committee finds many situations occurring within that group that can be addressed by the program.

There have been requests that the program be "exported" to Smith Club areas across the country. However, it is considered very important that the program take place on the campus, with no outside distractions. For many it is the first time they have been away from husbands and families. Although Sunday is an unstructured day, it is not a "free" day, and participants are requested to stay on the campus.

II. BUDGET

The program is designed to approach a "break-even" point. The all-inclusive fee for five days is $225, with scholarship aid available to those who could not attend without it. The phrase "approach a break-even point" alludes to the fact that a fund set up for the purpose underwrites any balance not covered by the income from tuition.

Expenses

Mailing to 12,800 people & allied expenses	$1,100
Dormitory charges	5,400
Stipends for staff	2,600
Scholarships	300
Miscellaneous supplies	120
	$9,520

Income

40 tuitions @ $225	$9,000

III. PUBLICITY

It has been found that the individual mailing to each alumna whose class is within the invited age group is the most effective. A general announcement in the Quarterly magazine was at one time used but has been discontinued. A Quarterly article on the program was received with interest. Word-of-mouth has been one of the most effective means of attracting participants.

IV. BENEFITS

The benefits to the individual are enormous. Many lasting friendships develop, and there have been numerous "reunions" of these groups. One participant told us that, although she treasured her four years here, this five-day program meant more to her than any previous experience. She was a young lawyer, connected with a prestigious firm, and "needed to learn some things" about herself and her priorities before making a decision to hang out her own shingle.

The demands of Tropism and Refraction on the counseling staff are rigorous. Their devotion to and belief in the program are prime ingredients of its success. The announcement, application form, and program have been worked out over the past eight years, and it is felt that the resultant "package" (including careful screening of the applications to be sure the program meets stated needs of those who apply) has a positive influence on participants' experiences.

Prepared by: Gertrude Stella
Executive Director
Alumnae Association of Smith College
Northampton, MA 01060

CASE STUDY 4:

TROPISM AND REFRACTION*
A Program for Alumnae

May 28 - June 3, 1981

PAUL H. SETON, *Physician, Psychiatrist and Director of the Student Counseling Service*

The next Tropism and Refraction program will take place May 28-June 3, 1981. Participants will live in Gillett House. A mailing is going to the classes of 1955 through 1975 and to the Smith College School for Social Work classes 1958-1975. The all-inclusive fee will be $225. Since space is limited, applications will be accepted in order of receipt. The program is offered by the Alumnae Association, in conjunction with the Career Development Office and the Student Counseling Service.

In the past several decades an immense amount of attention has been given to adolescent development, the resolution of that adolescence in the course of college years and the formation of an adult identity. This is as it should be. These years are intensely formative and important and constitute a period of genuine crisis. How that crisis is met and operationally resolved determines in large part what an individual can and will begin to do with her adult life in terms of her relationships to others, to herself and to her work. The Student Counseling Service at Smith College is frequently involved in working toward enabling a student to postpone premature resolution of this crisis, toward enabling her to consider as richly as possible what her options might be rather than foreclosing on her identity and unduly constricting her life.

The operational resolution is not more than a partial one and shouldn't be. It constitutes taking inventory of one's self in terms of wishes, wants and needs, abilities and inabilities, internal and external. These are not static and require continuing reevaluation, if one is going to make a going concern of one's life.

Too often, however, many workers in the human sciences have acted as if this were the only period of major crisis in one's life, giving only secondary attention at best to middle age and the crisis of aging and involution. Long before middle age there are decisions to be made that are equally significant and equally deserving of considerable attention; but these are all too often neglected or allowed to be made by default. It is such neglect that contributes largely to many of the crises of later years. For example, of the several that could be described is that which occurs in that decade of the early 30's to early 40's of a woman's life. It is in this period that a woman who married soon after college and has reared a family now begins to wonder what she is going to do with the second half of her life. Often she is impelled into this reexamination both by external and internal pressures, dissatisfactions and a growing sense of insufficiency.

This is a crisis that used to occur rather more frequently in those women who had not been able to keep open options while at college for one reason or another and who had simply traveled on a trajectory developed in early adolescence and never actually reexamined. Now it occurs for everyone. The world has changed so much and so rapidly in the past decade that earlier decisions are no longer adaptive or gratifying. This applies equally to women in their twenties, six or eight years out of college with options tried and found wanting.

For many women this crisis may be more or less easily resolvable as they move into occupations in which they have long had a strong interest or into the exercise of talents which they have allowed to lie fallow or have simply deliberately postponed. But for many women it is a much more painful period of readjustment, often calling into question many values and commitments that had been made previously and may never have been questioned in the past. For these women the crisis represents a serious and sometimes grave disruption in their lives that in all likelihood is having repercussions upon their marriage and family life and is bound to give rise to serious uncertainties about themselves and doubts about what they are trying to do.

In this program, alumnae can avail themselves of group meetings with other women at a similar point of their lives; they can talk to psychiatrically trained people individually about their more deeply personal uncertainties and questions. They will be offered vocational information and counseling as an integral part of the program. This dual approach has been devised because of a conviction that personal evaluation can greatly enhance the usefulness of vocational guidance and counseling. Vocational aptitude tests, which fail to take into account enough of an individual's complexity, are not made available. The emphasis is on self-exploration and exploration of the network within which one is living.

**Tropism refers to the unreflective, unaware movements we make in our lives because of unthought out or unrecognized agenda. It is a biological metaphor.*
Refraction carries with it the sense of exposure to light which then reveals to scrutiny the nature of underlying structure or flaw or conflict.

PAUL H. SETON, M.D.

CASE STUDY 4: QUESTIONNAIRE

Smith College

May 28 - June 3, 1981

Name: ________________________________ Class ____________

Address: ____

______________________________ Tel.: ____________

Marital Status: Married _____ Divorced _____ Separated _______

Widowed _____ Single _____

Children: (please give ages)

Biographical History Since Leaving Smith:
Education: (Name of Institution, Dates, Courses Completed, Degree Granted)

Paid Employment: (Name of Employer, Job Title, Dates)

Significant Volunteer Activities: (Name of Organization, Function or Functions performed, e.g. Fund Raising, Board Member, Publicity)

Have you ever participated in a career exploration or job-hunting techniques program? (Where, what, when?)

What issues would you like to discuss or have discussed? In what ways do you want this program to be helpful to you and how do you think that might best be approached?

Please send this application, with your check for $100 made
payable to Smith College, to: Student Counseling Service
67 Paradise Road
Northampton, MA 01063

CASE STUDY 4: TROPISM AND REFRACTION PROGRAM

Smith College

May 28 - June 3, 1981

THURSDAY, MAY 28

3:00 - 5:00 p.m.	Registration	Gillett House
5:45 - 6:30	Social Hour	Gillett
6:30 - 7:45	Dinner	Gillett
7:45	Orientation to the Program and Introduction of Staff Mary Albro Paul H. Seton, M.D. Jill K. Conway, President "Choice and Change in Women's Lives"	Gillett Living Room

FRIDAY, MAY 29

7:30 - 8:30 a.m.	Breakfast	Gillett
9:00 - 11:00	Group Sessions - (Counseling Service)	Hatfield Hall
11:15 - 12:15 p.m.	Personal Counseling - Individual appointments	Infirmary, 67 Paradise Road
12:15 - 1:30	Lunch	Gillett
1:00 - 5:00	Personal Counseling - Individual appointments	67 Paradise Road
2:00 - 5:00	Career group meetings - (Career Development Office)	Seelye Hall
6:00	Dinner	Gillett
7:30	"Voices of Women Poets" - Susan R. Van Dyne - Asst. Professor of English	Alumnae House

SATURDAY, MAY 30

7:30 - 8:30 a.m.	Breakfast	Gillett
9:00 - 11:00	Group Sessions (Counseling Service)	Hatfield Hall
11:15 - 12:15 p.m.	Personal Counseling - Individual appointments	67 Paradise Road
12:15 - 1:30	Lunch	Gillett

TROPISM AND REFRACTION PROGRAM . . . TUESDAY, JUNE 2 continued

1:00 - 5:00 p.m.	Personal Counseling - Individual appointments	67 Paradise Road
2:00 - 5:00	Career Counseling - Individual appointments	Pierce Hall 28
5:15	Wrap-up session	Gillett
6:00	Dinner	Gillett
7:30	Overview of Careers	Alumnae House

WEDNESDAY, JUNE 3

7:30 - 8:30 a.m.	Breakfast	Gillett

CASE STUDY 5

Swarthmore College

Extern Program

I. DESCRIPTION

"Is there any glamour in being an entertainment lawyer?" "How can I combine my strengths in biology and mathematics?" "What chances for advancement are there in publishing?" "What is the atmosphere like and what kinds of people are attracted to investment banking?" "How much graduate training do I need to be a conservationist in a museum?"

Students in a liberal arts college do not usually find answers to these crucial questions in their classrooms. The Extern Program makes it possible for them to savor firsthand what it is like to work in the fields they are contemplating before they commit themselves to specific career paths.

Through the Extern Program, college sophomores and juniors spend the week of spring vacation working in the offices of alumni sponsors. The sponsors represent the traditional career fields of law and medicine, still the most sought after placements, as well as fields ranging from politics to psychology, from telecommunications to simultaneous translation at the United Nations, to journalism at publications as diverse as TV Guide, Village Voice, and American Heritage. Externs have been placed in international business, photojournalism, social work, architecture, advertising, and ecology. In the rare cases where careers and geographical preferences of externs cannot be matched to alumni, placements are made through the ingenuity and network of the Placement Office.

In the fall the Office of Career Planning and Placement and the Alumni Council send a letter to all sophomores and juniors explaining the Extern Program, inviting them to participate, and enclosing an application form (see following material). The Career Planning Office then consults its files of alumni by career and geography and tries to match students and alumni. When the resource file cannot supply an appropriate sponsor, the career planning director will phone alumni for leads and use her own network.

Placements are arranged and confirmed by telephone and then follow-up letters are sent to externs and sponsors. The letter to externs gives them the names, addresses, and phone numbers of their sponsors and asks them to contact their sponsors as soon as possible to discuss their expectations for the week and to enclose an extern fact sheet of biographical information. Also enclosed is a sheet of advice from past externs (see following material). A second letter to externs asks them to fill out a four-page questionnaire and invites them to a luncheon on campus before they leave.

Sponsors are told in their letters that their externs will get in touch with them and will send them a fact sheet of their interests and skills. They are told that "past experience has shown that preliminary planning and a tentative daily schedule are essential to make the week mutually satisfying." They are urged to formulate a suitable project for the extern, if possible.

With this preparation the externs are on their way to a week in the real world of work in a career field of interest to them. They have two more forms to fill out: one before they go, which asks why they are externs and what their career goals are, and one upon their return, which asks them to evaluate their experiences in detail. Sponsors, too, as well as the student's faculty advisor, are asked for their evaluations of the program at its conclusion (see following material).

The logistics of Swarthmore's Extern Program are:

1. Participants: some 102 externs (50 sophomores; 51 juniors; 1 senior) from a student body of 1,300.

2. Conditions of employment: Students work without pay and are responsible for providing their own living arrangements.

3. Budget: Primarily restricted to telephone and mimeographing expenditures.

4. Staff of Career Planning Office: Director (4/5 time), assistant director (1/2 time), and full-time secretary, with the cooperation of the Alumni Office and the Alumni Council.

5. Publicity: Comes from the student newspaper, articles in the alumni magazine (accompanied by forms to be filled out and returned to the college by alumni interested in being sponsors), and word-of-mouth from some 200 students on campus who have already served as externs.

II. SPECIAL BENEFITS

The "bottom line" of the extern program is that it works: Externs report that they do indeed return from their week's spring break with the firsthand experience and information to help them make more informed decisions about their careers. Here are some comments:

> "You can see what the weekday could be like, with no hard feelings if it's a mistake. It's great to find you're in a totally correct field or vice versa before necessity strikes and you're forced to find something, anything, in order to eat."

> "...gave me a taste of what it is actually like to be a lawyer. I learned some insight into the way a lawyer has to think and that a lawyer can never be pretty sure about anything. He has to be positive. I am looking forward to getting into this for real."

> "I learned the functioning of the 'upper echelon' in finance without having to start at the bottom. I was regarded as an equal and all my questions were answered."

The relationships that develop between externs and sponsors vary. However, almost all externs stated that they viewed their sponsors primarily as career resource persons and as role models and that they would turn to their sponsors for advice about preparation for particular careers and for knowledge about entry-level positions. In viewing sponsors as role models, many students stated they had a glimpse of what the professional and personal lives of their sponsors were like. Many externs reported also that their sponsors had become friends as well as advisors.

For some externs the week involved observing or "shadowing" their sponsors. They attended executive meetings, made grand rounds, or sat in court. One student said: "It gave me the chance to explore all the different areas of community medicine, to see what the typical workday of a doctor is like, to look at a hospital from a point of view that I probably would not have gotten otherwise until my last years of medical school, and to talk to and observe people who are doing what I want to do."

For others, the week permitted hands-on experience. One student who spent a week in the Department of Justice actually did some policy analysis and research and wrote summaries that had an impact on potential priorities and planning for the division. An unanticipated but exciting outcome for this student was the offer of a summer job within the division.

Another extern did research on alternative energy sources for a Congressman. Another worked with children and parents in a child-care center in a poor working class community, helping them and the center's staff celebrate International Women's Day and respond to the effect of President Reagan's proposed budget cuts on their center's programming. One of the most unusual projects for an extern was assisting in producing a TV commercial. She was responsible for purchasing props and acted as a production assistant during the shooting of the commercial.

Not only externs benefit from the program; sponsors, too, recognize benefits for themselves.

> From a journalist: "It gave me the opportunity to think of some of the basic philosophy and skills of my profession -- sort of a one-week sabbatical for me."
>
> From an English professor: "I think the Extern Program is a fine idea. Quite aside from whatever value it may have had for the student, it got me back in touch with the college as it is today and made me feel that I can contribute something besides money (I don't have much) towards what I still consider the best educational institution in the country."
>
> From a lawyer: "I feel the program definitely served the purpose of renewing my sense of contact with the college. Swarthmore leaves most of its alumni with strong feelings of attachment, but as time goes on the feelings become more disconnected because of present realities. For those of us who want to preserve a feeling of participation in Swarthmore's development, the kind of contact I had with an undergraduate last week was most rewarding."

Thus the Extern Program helps students make better informed decisions about their careers. It also enables alumni to become involved again with the college in the rewarding way of sharing their career experiences with another generation of Swarthmore students. The extern program rates an A+ from the Career Planning and Placement Office, from the Alumni Office, and from the students.

Prepared by: Maralyn Orbison Gillespie
Associate Vice President
Alumni Relations, Publications,
Information Services

Dr. Judith K. Katz
Director
Career Planning and Placement
Swarthmore College
Swarthmore, PA 19081

CASE STUDY 5: LETTER TO POTENTIAL EXTERNS

Swarthmore College

Career Planning and Placement

Extern Program - Spring 1981

TO ALL SOPHOMORES AND JUNIORS:

Within the next year or two many of you will be faced with making a serious career commitment. By this time you probably have some understanding of what a few educational and professional careers are like. There may be many other occupational areas which would appeal to you if you knew more about them. In order to help you gain direct experience with a variety of occupations, several years ago the Swarthmore Alumni Council and the Office of Career Planning initiated the Extern Program.

Although the idea behind the Extern Program is as old as apprenticeships, the program itself was proposed to the Swarthmore Alumni Council in 1971. The plan was to offer students a brief internship in the outside world: an "externship." We hoped such an experience would help students make more informed decisions about future career and life goals.

Here is how the program works. The Extern week is the work-day week of spring vacation. This academic year the dates are March 9-13, 1981. During this week Externs will have the opportunity to work in depth with a Swarthmore alumnus or alumna who has a job that the Extern is considering as a career option. Because Swarthmore's graduates throughout the country have found their way into almost every occupation, we have been able to place Externs in a wide variety of career fields, anywhere in the United States. We have found sponsors from Boston to California, in all aspects of fields as diverse as health care policy, medicine, business, law, publishing, museum work, applied psychology, architecture, educational and cable TV, computer systems and work on Capitol Hill - to name just a few.

If you are interested in being an Extern, please fill out the attached form and return it to Dr. Katz in the Career Planning Office by October 31. Be as general or as specific as your own career guidance needs warrant. The prime requirement is that you will be willing to spend the week of spring vacation in the office of an alumnus or alumna with whom you are paired working on a project of practical significance. Living arrangements are your responsibility and should be considered when you designate a geographic preference.

By the beginning of next semester you will be paired with an alumnus or alumna in your field of interest. It will be up to you and your sponsor to develop the details of your project. An Extern Advisory Committee and Dr. Katz will be available to assist you and your sponsor in developing projects of responsibility and practical experience. It is hoped that such an experience will give you a chance to test in vivo your career aspirations and to solidify or alter your vocational goals. You will also meet people involved in an occupation you are considering from whom you can gain significant insights into the experiences and preparation needed to enter such a field.

All applicants will be interviewed by Dr. Katz or a student Extern Committee member before being assigned a sponsor. Participants will be asked to complete questionnaires and evaluation forms that will be used to improve the program in future years.

We are looking forward to an exciting Extern Week 1981 and hope you will consider participating.

Yours truly,
The Office of Career Planning and
The Alumni Council

October 20, 1980.

Your Class: Sophomore - Junior
(Circle One)

Juniors only: Were you an Extern last year? Yes____ No____

EXTERN PROGRAM APPLICATION

Name ______________________________ Date ____________

College address ______________________ Phone ____________

Spring vacation address ________________ Phone ____________

____

Present major and minor academic interests:

Special skills or abilities:

Current career goals:

Preferred locale of Extern project:

Career experience desired during the Extern week (be as general or specific as your needs warrant):

Expectations of the program:

Reasons for participating in the program:

Comments:

Return to Dr. Katz, Office
of Career Planning by

OCTOBER 31, 1980

CASE STUDY 5: EXCERPTS FROM LETTER TO EXTERNS

Swarthmore College

February 1981

Dear Extern:

Here is some advice from past externs on how they feel you might make your extern week as successful as possible:

- Your first step should be to contact your sponsor to make him or her aware of your expectations, abilities, interests, and any other information that might help the sponsor know what to expect from you. Often a prearranged program can be altered to conform more closely with the extern's interests and abilities. Contact with a sponsor is desirable if you work with other employees and not directly with the sponsor. If possible, a pre-extern week personal visit with your sponsor is the best way to begin to get acquainted and plan your week.

- Your sponsor will almost certainly be very enthusiastic about having you. Understand that he or she is interested in really giving you a good picture of his or her work. Feel free to ask questions and make suggestions, within reason, of course.

- Be prepared to talk about Swarthmore - your sponsor will probably want to know how the ol' place has changed.

- Try to look around and observe the attitudes and possible lifestyles of the people with whom you come in contact - do they appeal to you? Can you see yourself being like these people and would you be happy being like them?

- If observation is going to occupy a lot of your time, try to make that observation as broad as possible. Ask to meet with different people who are working in other areas in the field and people at different levels of training, if possible.

- Think about how your academic program at Swarthmore might be affected by your extern experience. Would you want to give up other courses to take ones that now seem more important or interesting?

- A very few people got summer or semester length jobs as a result of extern week contacts. Explore possibilities with care, but remember that people may be turned off if you appear more interested in a job than in your extern week. Don't waste the learning opportunity the extern week offers.

- If you enter upon this week with enthusiasm, the chances are good that you will enthuse the people you meet; as a result, there'll be no reason to fight the "why did I ever spend my spring vacation working?" blues.

CASE STUDY 5: ALUMNI SPONSOR QUESTIONNAIRE

do not write in this column

Swarthmore College

Class ______________ 1-2 ___

Sponsor's name: ______________________________ M____ F____ 3 ___
Occupation: ______________________________
Address: ______________________________
____
____
Phone ______________

Extern's name: ______________________________ 4-6 ___

Project: ______________________________

1. What are your general impressions about the extern whom you sponsored?

2. What are your general impressions about the extern program?

3. What changes, if any, would you recommend in the program?

4. As a sponsor how do each of the following reflect your feeling about the extern program? Circle your answers in accord with these ratings:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

1.	It should be continued as is during the week of Spring vacation	1	2	3	4	5	7 ___
2.	It should be discontinued	1	2	3	4	5	8 ___
3.	Two weeks would be even better than one	1	2	3	4	5	9 ___
4.	It should be expanded to a two-month summer program without pay	1	2	3	4	5	10 ___
5.	It should be expanded to a two-month summer program with pay	1	2	3	4	5	11 ___
6.	It should be expanded to a semester program without credit toward graduation	1	2	3	4	5	12 ___

7. It should be expanded to a semester's program with credit toward graduation 1 2 3 4 5 | 13 ___

8. It should be expanded to a semester's program without credit but with pay 1 2 3 4 5 | 14 ___

9. It should be expanded to a semester's program with credit, and with pay 1 2 3 4 5 | 15 ___

10. Other (specify) 1 2 3 4 5 | 16 ___

5. What were the positive aspects of the week?

6. What were the negative aspects of the week?

7. What were your expectations of the extern week? Were these met?

8. Would you be willing to serve as a sponsor again for a Spring extern week? Yes________No_________Maybe__________ | 17 ___

9. Would you encourage other alumni to serve as sponsors for a Spring extern week? Yes______ No______ Maybe_______ | 18 ___

10. If the program were offered during the summer (2 months) would you serve as a sponsor? Yes_______ No_______ Maybe_______ | 19 ___

11. If the program were expanded for a semester with or without credit would you be willing to serve as a sponsor? Yes_____No_____Maybe_____ | 20 ___

12. Would you consider offering the student wages for such an extended program? Yes_____ No_____ Maybe_____ | 21 ___

13. Would you be willing to serve as a resource person for students to contact for information about your particular career?
Yes_____ No_____ Maybe_____ | 22 ___

14. General comments about the program

Please return at your earliest convenience to:

Judith K. Katz, Director
Career Planning and Placement
Swarthmore College
Swarthmore, Pennsylvania 19081

CASE STUDY 5: EXTERN QUESTIONNAIRE

Swarthmore College

Date ____________

Please do not write in this column

1-3 ___

Name: ______________________

Sponsor's name: ______________________
Address: ______________________
____
____
Occupation: ______________________
____

Extern Project: ______________________

1. What did the extern experience mean to you?

2. What are your general impressions about your sponsor?

3. How do each of the following statements reflect your feeling about the extern program? Circle the appropriate number according to the ranks below:

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

1. It should be continued as is, for a week, during spring vacation	1 2 3 4 5	4 ___
2. It should be discontinued	1 2 3 4 5	5 ___
3. Two weeks would even be better than one	1 2 3 4 5	6 ___
4. It should be expanded to a two month summer program without pay	1 2 3 4 5	7 ___
5. It should be expanded to a two month summer program with pay	1 2 3 4 5	8 ___
6. It should be expanded to a semester's program without credit toward graduation	1 2 3 4 5	9 ___

continued -

Question 3 continued.

7. It should be expanded to a semester's program with credit toward graduation	1 2 3 4 5	10 ___
8. It should be expanded to a semester's program without credit but with pay	1 2 3 4 5	11 ___
9. It should be expanded to a semester's program with credit and with pay	1 2 3 4 5	12 ___
10. Other (specify)	1 2 3 4 5	13 ___

4. What did you like most about the week?

5. What did you like least about the week?

6. Consider each of the following reasons for participating in the extern program in light of your week's experience. Rate your feeling about the degree to which the extern experience provided the opportunity to have each expectation fulfilled. Circle your answer for each in accord with the ratings below.

1 Totally fulfilled
2 Fulfilled
3 Neither
4 Unfulfilled
5 Totally unfulfilled

1. I had a chance to apply some of the knowledge I have gained in my course work	1 2 3 4 5	14 ___
2. I was able to see how strong my interests are in a particular career	1 2 3 4 5	15 ___
3. It helped me to decide that further education is necessary	1 2 3 4 5	16 ___
4. I was able to gain knowledge about an alternative career I am considering	1 2 3 4 5	17 ___
5. I met people doing what I hope to do	1 2 3 4 5	18 ___
6. I was able to test myself in a field prior to making a commitment to prepare for or enter it	1 2 3 4 5	19 ___
7. I was able to see if my major will be the best one to prepare me for this career	1 2 3 4 5	20 ___
8. I was able to gain first hand experience in an occupation which is difficult to gain without required training and experience	1 2 3 4 5	21 ___
9. I was able to learn what kind of preparation is best for this type of work	1 2 3 4 5	22 ___

continued -

Question 6 continued.

10. It gave me some practical learning experience outside of Swarthmore	1 2 3 4 5	23 ___
11. It has helped me confirm my career choice	1 2 3 4 5	24 ___
12. It has led to a summer job	1 2 3 4 5	25 ___
13. I was able to see how I can combine a career with a particular life style (e.g., single, married, children, etc.)	1 2 3 4 5	26 ___
14. It gave me a taste of the work day	1 2 3 4 5	27 ___
15. It helped me to clarify my career options	1 2 3 4 5	28 ___
16. Other (specify)	1 2 3 4 5	29 ___

7. What effect did this experience have, if any, on your career plans?

8. How sure are you now about pursuing your career plans? (circle one)

Very sure	Sure	Neither	Unsure	Very unsure	
1	2	3	4	5	30 ___

9. How satisfied are you now with your career plans? (circle one)

Very satisfied	Satisfied	Neutral	Dis-satisfied	Very dis-satisfied	
1	2	3	4	5	31 ___

10. What effect did your extern experience have on your choice of major, if any?

11. How satisfied are you now with your present or proposed major?

Very satisfied	Satisfied	Neutral	Dis-satisfied	Very dis-satisfied	
1	2	3	4	5	32 ___

12. What changes in the program would you recommend?

13. Was preliminary communication and project preparation with your sponsor adequate? Yes_____ No _____
If no, why not?

33 ___

14. Would you recommend this program to students next year?

Absolutely yes	Yes	Perhaps	No	Absolutely no	
1	2	3	4	5	34 ___

15. Would you participate in an extern-like program if it were extended to a semester's length with the possibility of two credits toward graduation?
Yes_____ No_____ Maybe _____ 35 ___

16. Would you participate in an extern-like program of a semester's length without credit toward graduation? Yes_____ No_____ Maybe _____ 36 ___

17. Sophomores only: would you participate in this program again next year? Yes_____ No_____ Maybe _____ 37 ___

18. Do you expect to have any further contact with your sponsor?
Yes_____ No _____. Maybe_____ 38 ___

Explain:

19. Looking back on the extern week and considering your expectations about the roles your sponsor might fulfill, circle the appropriate number to rank the degree to which he/she has become the following:

	Very definitely	Definitely	Neutral	Not really	Very definitely not	
1. A friend	1	2	3	4	5	39 ___
2. An advisor	1	2	3	4	5	40 ___
3. An employer	1	2	3	4	5	41 ___
4. A career resource person	1	2	3	4	5	42 ___
5. A role model - someone doing what you hope to do	1	2	3	4	5	43 ___
6. A future job or graduate school reference	1	2	3	4	5	44 ___
7. Other (specify)	1	2	3	4	5	45 ___

20. In general, would you say that your extern experience was (circle one)

Very successful	Successful	Neither	Unsuccessful	Very unsuccessful	
1	2	3	4	5	46 ___

Please elaborate on this answer.

21. Rank your feelings about the importance of an extern experience for members of the following classes. (Circle one for each class.)

	Very important	Important	No feelings one way or the other	Unimportant	Very unimportant	
1. Freshmen	1	2	3	4	5	47 ___
2. Sophomores	1	2	3	4	5	48 ___
3. Juniors	1	2	3	4	5	49 ___
4. Seniors	1	2	3	4	5	50 ___

22. Rank your feelings about the appropriateness of an extern experience for members of the following classes. (Circle one for each class)

	Very appropriate	Appropriate	No feelings one way or the other	Inappropriate	Very inappropriate	
1. Freshmen	1	2	3	4	5	51 ___
2. Sophomores	1	2	3	4	5	52 ___
3. Juniors	1	2	3	4	5	53 ___
4. Seniors	1	2	3	4	5	54 ___

23. Comments

CASE STUDY 5: FACULTY ADVISOR QUESTIONNAIRE

Swarthmore College

Date__________

Please
do not
write
in this
column

Advisor's Name:____________________ 1-3___

Department:____________________ 4-5___

Faculty rank: (circle one) 6___

1 Professor
2 Associate Professor
3 Assistant Professor
4 Lecturer
5 Other (specify)

Advisee's Name:____________________ 7-9___

During the week of Spring vacation your above named advisee took part in the Extern Program. In an attempt to gain your help in evaluating the impact of the program your advisee has been asked to speak to you about his/her extern experience and his/her future career and academic plans. After seeing him/her now and considering your previous discussions with him/her, please answer the following questions. Those questions you cannot answer, please leave blank.

All results will be reported anonymously. Please return this to the Office of Career Counseling via Campus Mail. Thank you for your cooperation.

Judith Katz
Judith Katz

1. Did one of your advisees participate in the Extern Program last year? No___ Yes___ Don't know___ 10___

2. Before speaking to your present "extern" advisee, did you know about the Extern Program? No___ Yes___ 11___

3. How long have you known this student? ______ 12___

4. Had you discussed the student's career plans with him/her prior to his/her participation in the Extern Program? No___ Yes___ 13___

   If yes, what were the student's career plans?

   How sure did the student seem about pursuing these career plans? (circle one)

Very sure	Sure	Neither	Unsure	Very unsure	
1	2	3	4	5	14___

5. Now that the student has returned from the extern week have his/her career plans changed? No____ Yes____ 15___

If yes, what are his/her new career plans?

How sure does the student seem about these, now? (circle one)

Very sure	Sure	Neither	Unsure	Very unsure	
1	2	3	4	5	16___

6. Based upon your understanding of this student's intellectual and personal capabilities, how realistic are these career plans for him/her? (circle one)

Very realistic	Realistic	Neither	Unrealistic	Very unrealistic	
1	2	3	4	5	17___

7. What course of study would you recommend for this student?

8. Using the ranks below, rate how each of the following statements reflects your feelings about the extern program. Circle the appropriate number.

1 Strongly agree
2 Agree
3 Neutral
4 Disagree
5 Strongly disagree

1.	It should be continued as is during the week of Spring vacation	1	2	3	4	5	18___
2.	It should be discontinued	1	2	3	4	5	19___
3.	Two weeks would be even better than one	1	2	3	4	5	20___
4.	It should be expanded to a two month summer program without pay	1	2	3	4	5	21___
5.	It should be expanded to a two month summer program with pay	1	2	3	4	5	22___
6.	It should be expanded to a semester program without credit toward graduation	1	2	3	4	5	23___
7.	It should be expanded to a semester's program with credit toward graduation	1	2	3	4	5	24---

8. (Continued)

8.	It should be expanded to a semester's program without credit but with pay	1 2 3 4 5	25___
9.	It should be expanded to a semester's program with credit and with pay	1 2 3 4 5	26___
10.	Other (specify)	1 2 3 4 5	27___

9. Would you recommend the extern program to an advisee next year? 28___

No_____ Yes______ Maybe______

10. Comments:

CASE STUDY 6

Colgate University

Career Exploration Program

I. DESCRIPTION

In this tight labor market, coupled with doubts concerning the economic value of a baccalaureate education -- to say nothing of the liberal arts degree itself --, any way in which college men and women can be introduced to various plausible occupational options must be considered a definite "plus." A college academic calendar that allows a student sufficient time to explore future career possibilities assures a better chance for a successful program.

Programs such as Colgate's Career Exploration Program, which carries academic credit, have opponents as well as proponents. No program should be inaugurated without the blessing of an institution's faculty; without their blessing -- halfhearted though it may be -- such a program cannot get started. The faculty must be convinced that on-the-job experiences have academic credibility. To this end a paper, a day-by-day diary, or associated readings can be required. At the very least, a write-up by the alumni sponsor at the end of the program should be expected.

Any program of this type requires planning far in advance. Alumni must be identified, their opportunities categorized, and those openings with little undergraduate appeal must be diplomatically omitted (see following material). There should be an on-campus administrative director or coordinator who will follow up with alumni who are interested in participating. One piece of advice is to initiate a program on a small scale -- perhaps involving a maximum of 50 students. It is better to have the two constituencies -- students and the alumni -- requesting the program to expand than to have alumni without student interns.

While an optional January semester provides an ideal time for a career exploration program, other large segments of vacation time can be used. The traditional summer vacation is the least effective or productive. With many colleges completing an academic year in late April or early May, a late spring time period could provide another good opportunity for this program. Summertime is usually vacation time for alumni. This project works best when the graduate is in immediate daily contact with the undergraduate. Under no circumstances should the program operate with a non-graduate in charge, or faculty acceptance of the program rightfully could be withdrawn.

Many programs such as this include pay opportunities for the undergraduate. However, the program should be popular enough that, at least from the student's point of view, being paid does not influence a final decision to participate. Experience does dictate that the alumnus should be ready and willing to find housing for the time of the student's involvement; this housing should preferably be without charge. Housing would not be a necessity, however, if the student participant resided in the nearby geographical area.

This program will thrive and grow if the participating alumnus provides a definite learning situation for the undergraduate. The sponsor should not view the program as an opportunity to get neglected and mundane office work completed. However, the students must expect, at times, that their presence could be superfluous to the operation of a person's profession or business and that they may on occasion have to do "busy work." One way of learning the effectiveness of the undergraduate's experience is to request a short paper on the student's reactions. There should also be a basic questionnaire for the participating alumnus. An optional get-together of all undergraduate participants at the start of the next semester is also a good idea. The campus officers and interested faculty hear each student's experiences and -- probably most important of all -- the students hear each other's experiences. Such meetings can be taped and used at the college Careers Center.

A career exploration program should be aimed at college sophomores and juniors. Under no conditions should freshmen be involved. Seniors should be involved only as a "second wave" or when an alumnus is looking specifically for a senior -- possibly with an offer of employment if the experience is mutually rewarding.

II. PITFALLS

A program such as this deeply involves two sensitive constituencies of any college -- its undergraduates and its alumni -- and care should be taken to carry it out well and with good follow-up. Those undergraduates and alumni whose performances do not match their promises must be summarily (yet diplomatically) omitted from subsequent programs. Another precaution is to move slowly in accepting a program involving more than one graduate working simultaneously with a single sponsor. Under certain circumstances, multiple assignments are satisfactory if there are several phases of an operation taking place concurrently. However, a "one-on-one" situation has proven to be the best type of experience for both the undergraduate and the participating alumnus.

III. BENEFITS

In conclusion, a careers exploration program has many positive results. Undergraduates have an opportunity to explore a career. The alumnus is involved directly with the alma mater -- more so than in the traditional annual fund participation. At the same time the undergraduate and the graduate of a college have that rare experience of a prolonged exposure to each other. A positive feeling toward the alma mater is usually a direct result. It is worth a college's effort, especially if the college's philosophy is that education exists beyond the doors of the classroom and the laboratory. The program does require sensitivity to people, laborious paperwork, student interviews, proper publicity, and careful alumni identification. The "bottom line" is a vibrant and successful program -- with everyone concerned a winner!

Prepared by: Robert A. Howard
Executive Secretary
Colgate University Alumni Corporation
Colgate University
Hamilton, New York 13346

CASE STUDY 6: ALUMNI OCCUPATIONAL INFORMATION

Colgate University

(Please Print of Type)

DATE____________

NAME:____ CLASS__________
(Last) (First) (Middle)
*Name used in occupation

IF RETIRED, PLEASE COMPLETE BELOW and MARK X ( )

OCCUPATION:

POSITION ______________________________
NAME OF FIRM ______________________________
or SELF-EMPLOYED ______________________________
SPECIFIC TYPE OF BUSINESS OR FIRM ______________________________
BUSINESS OR FIRM'S ADDRESS ______________________________
____
(City) (State) (Zip Code)

NUMBER OF YEARS AT ABOVE FIRM________

* *

Would you care to receive information on the January Career Exploration Program involving undergraduate internships with interested alumni? (YES) (NO)

Would you be able to assist undergraduates with possible "term off" employment or internship? (YES) (NO)

If YES, ____ fall semester ____ spring & summer
____ spring semester ____ summer & fall
____ summer semester

Are you available to return to campus to speak with undergraduates about your occupation? (YES) (NO)

Would you be interested in recording, on a cassette, the various aspects of your occupation? (YES) (NO)

Would you be willing to have interested students contact you? ____ by phone ____ by letter
____ not at all ____ by personal visit

Within your local alumni club would you be interested in serving as a career consultant? (YES) (NO)

CASE STUDY 6: LETTER TO ALUMNI

Career Exploration Program
An alumni sponsored endeavor for students

June 15, 1980

TO: COLGATE ALUMNI

For the past seven years -- as part of the January Special Studies Program -- Colgate's CAREER EXPLORATION PROGRAM has given our liberal arts students an opportunity to get a first-hand look at a variety of occupational options. The success of our program depends upon the widespread participation of the Colgate Alumni.

Each year the evaluations of this program have been extremely positive; the alumni sponsors' benefits are obvious. Sponsoring alumni gain the services of intelligent, enthusiastic students for the month with little or no financial obligation. Beginning January 5, 1981 and ending January 30th, the students are expected to be available for an intensive indoctrination into the daily operations of a regular business or professional experience. The program is a great benefit to the student as well as to the sponsoring organization.

There is no obligation to provide financial assistance unless required by law. However, one problem we have encountered in the past is that of locating a place for the student to live during the month of January and we encourage alumni sponsors to assist the students with housing arrangements. In the past, some interesting and very worthwhile career opportunities were not selected by students because there was no indication of any help concerning housing accommodations.

The CAREER EXPLORATION PROGRAM is an excellent way of maintaining a direct connection to Colgate by contact with our undergraduates. If your circumstances allow you to sponsor a student during January, 1981, please complete the enclosed form and return it to the Office of University Programs no later than August 15, 1980. Career opportunities for January, 1981 will be selected by the students themselves in late September. If your program is chosen, your student will be in contact with you sometime in October.

Career areas are all-encompassing -- anything from law to the study of shellfish is possible. Business, medicine (and related fields) and government are popular choices but the one area where we could use many more opportunities seems to be in mass communications. Any field may hold career potential and the only limitation is your willingness to play an active role in helping today's Colgate students build their futures.

Colgate undergraduates are an outstanding group of young people. We think you will be favorably impressed if you choose to participate in the January, 1981 CAREER EXPLORATION PROGRAM. We look forward to receiving your favorable reply.

Sincerely,
Bob Howard
Robert A. Howard
Executive Secretary
Alumni Corporation

Sincerely,
Peg Fenner
Peggy G. Fenner
Director
January Programs

JANUARY SPECIAL STUDIES PROGRAM, Colgate University, Hamilton, New York 13346

CASE STUDY 6: SPONSOR FORM

Colgate University

CAREER EXPLORATION PROJECT

I wish to offer a career placement opportunity to a Colgate University undergraduate student for the month of January, 1980.

Name of Alumni Sponsor ______________________________ Class ________

Name of Firm ______________________________

Address of Firm ______________________________ Zip ________

______________________ Phone ______________________

Location of Career Placement ______________________________

(If different from address given above)

Job Description ______________________________

(A statement of duties to be performed by the student) ______________________________

____

____

____

____

____

Preferred Student Qualifications ______________________________

(Age, skills, year in college, etc. Please omit sex, race, nationality) ______________________________

____

____

I will arrange for Student's Room & Board ________ Yes ________ No Arrangements as Follows: ______________________________

____

A Salary is Involved ________ Yes ________ No (If the answer is "Yes," please indicate the rate:)

____

Comments ______________________________

____

Please return this form to the Office of University Programs
Colgate University, Hamilton, New York 13346

Before August 15, 1979

CASE STUDY 7

Douglass College

The Extern Program

I. DESCRIPTION

The Extern Program of the Associate Alumnae of Douglass College provides juniors and seniors with an opportunity to learn about the working world and possible career options available after graduation. This program places students in externships related to their interests and course of study. The program is scheduled during school vacations. Externs are not paid, and they receive no academic credit. Externs spend a week or two working closely with their sponsors in an effort to explore the many aspects and responsibilities of a particular career area. The externship is a rare opportunity for students to experiment without the constraints and concerns of academic credit or salary. Students ordinarily are expected to commute to their externship, although some alumnae offer home hospitality. The alumnae association has a modest fund with which to help defray a particularly expensive travel cost for a student.

II. EVOLUTION

The current structure of the Extern Program evolved from the positive experiences some years ago of a group of Douglass students who paid brief visits to the offices or job sites of a few alumnae. It became evident that these students were gaining valuable insights and encouragement regarding career paths. Alumnae, in turn, found it rewarding to help these young women who were just starting out in the world. It was felt, however, that a longer period of time would provide for a "hands-on" experience rather than just an opportunity for observation. Thus, the Extern Program was born.

Starting as a pilot project, the initial year's program had only 20 sponsors to provide in-depth externships of one to two weeks. Each year the numbers almost doubled, but the demand from students for externships always exceeded the number we offered. Finally the pool of sponsors was expanded to include non-alumnae sponsors in government, business, industry, and community organizations.

III. SPECIFICS

The Extern Program is directed by an alumnae staff member, who spends well over 50 percent of her work time from August through January on the program, with less concentrated time needed from February to July. The program also requires approximately one-third of the time of one clerical-secretarial staff person, with the most concentration in the fall and again in the spring. The director, working with a volunteer alumnae committee, coordinates all publicity materials, develops forms, recruits new sponsors, updates the Alumnae Career Bank, conducts interviews, and assigns job placement. Because these tasks require a great deal of work in a small amount of time, a dedicated and dependable committee is crucial to a well-run, productive program. A budget of $1,200, exclusive of staff time, is sufficient for the various letters and forms, postage, printing of a tabloid, and the printing of a brochure, which is necessary if you plan to recruit non-alumnae sponsors (see following material).

Each summer the director develops a list of sponsors to be recruited by mail, phone, or personal visit. Successful sponsors from previous years are, of course, included and encouraged to participate again. The percentage of veteran sponsors is high, and many of these people recommend colleagues or friends in other fields as possible new sponsors. In addition, new alumnae sponsors are identified from career bank listings, class notes, newspaper clippings, and advertisements in the Alumnae Newsletter. Non-alumnae sponsors are recruited by personal visits to key executives in area organizations and industry. Ordinarily six or more externships are sought from each of these outside sponsors. Help is also sought from alumnae who hold important positions in the business world and can provide an entree to corporate personnel departments or high-level management.

A cover letter with a sponsorship form is mailed to all prospective sponsors. For easier recordkeeping and good public relations, the forms sent to non-alumnae are slightly different in content and approach from those sent to alumnae. A standard cover letter, although individually addressed and signed, is used in most cases. Some sponsors, however, require an even more personalized letter with specific references to particular needs.

As sponsor forms are returned, job descriptions are written up by the director and committee members and are published in a tabloid similar to newspaper classified ads. A copy of this newspaper and an application form are sent to all juniors and seniors at Douglass College (see following material). Students are instructed to list at least three job choices on their applications, along with other pertinent facts about their academic record and extra-curricular activities. After all applications are received and reviewed and all students are briefly interviewed, a committee of alumnae and career counseling staff member matches students and sponsors. The director of career development and placement acts as a consultant for the program, providing advice on career needs of students, the recruitment of sponsors, and the placement process.

In early December, letters are sent to students informing them of their externships for either January or March. A reference sheet of tips for a successful externship is enclosed with each letter. Students are also reminded that they are responsible for getting in touch with their sponsors prior to the externship for any last-minute details and instructions. At the same time sponsors are sent background information on their externs and some advice on how to structure their time with students. Sponsors are encouraged to plan activities in order to achieve a balanced period of observation, discussion, and meaningful tasks.

At the end of each externship period, evaluation forms are mailed to sponsors and students (see following material). Photos of externs and sponsors at work are requested wherever possible. These pictures are used in alumnae publications and to promote the program during the year. Most students who have had externships are eager to talk to alumnae groups and other students about their special experiences. A successful extern provides the best possible publicity for the program and its contribution to the college.

At the end of the school year all externs and some key sponsors are invited to attend a reception on campus. The dean and her staff are present to offer words of welcome and congratulations. It is a time for sharing thoughts and accomplishments, an excellent way to bring the program to a festive culmination, and an opportunity to cultivate new friends for the college.

IV. PITFALLS

As in any activity that includes a great number of people, there are a few pitfalls. Students who accept externships and then do not fulfill their commitments cause difficulties. If there is sufficient notice another student can be selected as a replacement. An effort is made each year to discourage students from joining the program if they are unable to make a firm commitment to the sponsor and the program. Students are reminded that they represent Douglass College and their performance in all aspects of the job directly affects the success of the program and the actual hiring of Douglass students in later years. Occasionally the sponsor may cancel at the last moment because of illness, change of staff, or an unexpected rush of business. Sometimes, too, a sponsor may not be adequately prepared with work assignments for the extern. Sometimes a student cannot be found for a specific externship, and it becomes necessary to tell the potential sponsor that he or she is not needed. Some problems can be identified and avoided for the future; others cannot be avoided but must be handled professionally and creatively.

V. SCOPE OF PROGRAM

There are approximately 80 sponsors and almost 250 students participating in the program at this time. More students could be placed, but this seems to be a good number to handle. There are always some jobs that are not filled. These openings may be in an undesirable location, or they may be too sophisticated in scope for student interest. Sometimes there is no obvious reason a placement can't be made. It is always difficult to know what career areas will be popular in any given year. Publishing may be the desired field one semester, while personnel may be sought after the next. Currently any job relating to economics or finance is in great demand, and as a result more students apply for these positions than can possibly be placed. Consequently, time is always needed to redirect students who have not received the job they requested into other positions that may be equally interesting and appropriate to their talents and abilities. In fact, many students find that these suggestions lead to an exciting experience -- one that widens their horizons and restructures their thinking. Achieving a well-balanced job placement program to match student needs is not always easy but it's a goal to strive for each year.

VI. BENEFITS

The benefits for the students are limitless. They identify some specific career options, learn about the working world, and meet people in their future profession. The contacts they make are invaluable. Often they discover that an extra course in a related subject may make them more marketable, or they learn whether graduate school is required for a particular position. Some students are offered jobs upon graduation or part-time positions while in school, although this is not the goal of the program.

The college benefits, too, from exposing its students to potential employers in the area and from information the students bring back to the campus about the requirements of business or industry for the jobs that are available. The Extern Program also serves as a recruitment tool for the best qualified high school students and helps to establish better community relations in general.

Lastly, alumnae sponsors, through their one-on-one relationships with their externs, develop renewed pride in the college and its mission, which often results in increased involvement, dedication, and financial support. In summary, the Extern Program not only benefits the students it serves but is also very rewarding for the college and the alumnae association.

Prepared by: Linda Rothman
Program Director
Associate Alumnae of Douglass College
Clifton Avenue
New Brunswick, NJ 08901

CASE STUDY 7: BROCHURE EXCERPT

Douglass College

What is the Extern Program?

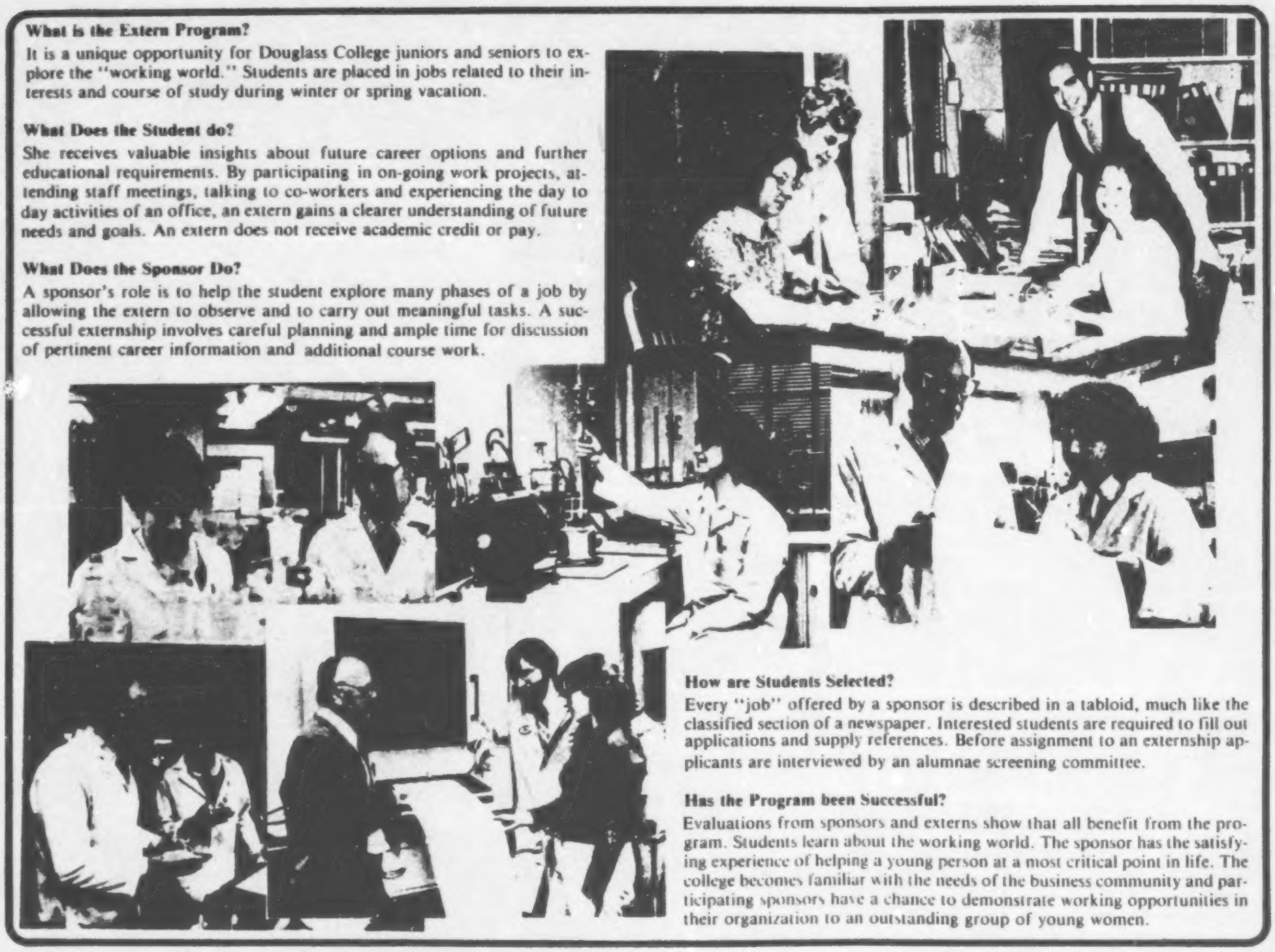
It is a unique opportunity for Douglass College juniors and seniors to explore the "working world." Students are placed in jobs related to their interests and course of study during winter or spring vacation.

What Does the Student do?

She receives valuable insights about future career options and further educational requirements. By participating in on-going work projects, attending staff meetings, talking to co-workers and experiencing the day to day activities of an office, an extern gains a clearer understanding of future needs and goals. An extern does not receive academic credit or pay.

What Does the Sponsor Do?

A sponsor's role is to help the student explore many phases of a job by allowing the extern to observe and to carry out meaningful tasks. A successful externship involves careful planning and ample time for discussion of pertinent career information and additional course work.



How are Students Selected?

Every "job" offered by a sponsor is described in a tabloid, much like the classified section of a newspaper. Interested students are required to fill out applications and supply references. Before assignment to an externship applicants are interviewed by an alumnae screening committee.

Has the Program been Successful?

Evaluations from sponsors and externs show that all benefit from the program. Students learn about the working world. The sponsor has the satisfying experience of helping a young person at a most critical point in life. The college becomes familiar with the needs of the business community and participating sponsors have a chance to demonstrate working opportunities in their organization to an outstanding group of young women.

CASE STUDY 7: EXTERNSHIP APPLICATION

Associate Alumnae Of Douglass College
Externship 1980-1981

PLEASE PRINT OR TYPE

Name ______________________________ Class ________ DPO __________

Home Address ______________________________ Campus/Local Address __________

______________________________ ______________________________

Home Phone No. ______________________________ Campus Phone No. __________

Major ______________________________ Minor(18 credits) __________

Position Preferences (List by number and letter in order of preference):

A. ________________ B. ________________ C. ________________

1. Will you have a car available for your use during the externship, or will you rely on public transportation?

2. I am willing to commute daily a maximum of ________ miles from ____________
town

3. I would be willing to take an externship beyond daily commuting distance even if I had to pay my own travel and living expenses. ☐ yes ☐ no

4. Reference:
(Please give the name of at least one faculty member whom the screening committee may contact, if necessary.)

5. Can we be of help! If you have not found a position in which you would be interested, please describe an assignment which you would like and the Alumnae thus will try to find such an externship for you. Fill out all parts of this application to provide us with all necessary information.

To help your sponsor plan for your visit and learn a little more about you, the reverse side of the application will be forwarded to her. Please fill out neatly and thoughtfully.

complete both sides

Name____Year______

What are your current career goals, if any?

Expectations: What do you hope to gain from this type of experience?
What do you expect to bring to it?

List previous work experience, hobbies, extra-curricular activities:

Completed forms should be returned in person to the College Center anytime from 9 a.m. to 12:30 p.m. on one of the following days:

Monday, November 17 - Nichol Avenue Conference room A & B
Tuesday, November 18 - Room 311, 312, 313
Wednesday, November 19 - Room 311, 312, 313
Thursday, November 20 - Room 311, 312, 313
Friday, November 21 - Nichol Avenue Conference room A & B

OFFICE HOURS EACH DAY WILL BE FROM 9 a.m. - 12:30 p.m.

CASE STUDY 7: SAMPLE PLACEMENTS

Douglass College Extern Program

for Juniors and Seniors

Sponsored by Associate Alumnae

101. **RESEARCH ASSISTANT:** Council on Foundations, Washington, D.C. (C) Jan. 5-16 or (D) Mar. 16-20. Assist the research director of charitable foundations with questionnaire tabulating, developing charts, library research, bibliographies, and other writing. REQUIREMENTS: Research skills, ability to use a calculator, social science methodology or background. Public transportation is available; provide own housing.

102. **SALES ADMINISTRATION:** The Conference Board, New York, NY. (C) Jan. 5-16. The Conference Board is a prestigious international non-profit institution dedicated to improving planning and decision making by providing managers with a firm foundation of facts and proven experience. It also strives to improve society's understanding of management principles and economic systems in order that the public may better be able to evaluate business performance and conditions that affect it. Provide support to field representative, and learn about memberships solicitation in a non-profit organization. The Conference Board seeks to market its studies to various business groups. REQUIREMENTS: Any major with minimal typing skills. Public transportation available, provide own housing.

103. **SENIOR SERVICES ASSISTANT:** New Brunswick Office of Senior Services, New Brunswick, NJ. (D) Mar. 16-20. Work on planning, development, and implementation of senior citizen's programs including the visiting companion program, outreach to confined elderly, and the foster grandparent program. REQUIREMENTS: Sociology, Psychology, Gerontology. An interest in the elderly. Public transportation available; provide own housing.

104. **SENSORY EVALUATION EXTERN:** Hershey Foods Corp., Hershey, PA. (D) Mar. 16-20. Observe and assist in planning, conducting, recording, analyzing, and reporting test panel results. Participate in panels and help analyze data. REQUIREMENTS: Food Science and/or Sensory Evaluation. Housing provided; transportation available.

105. **SHOW WARDROBE ASSISTANT:** Six Flags Great Adventure, Jackson, NJ. (D) Mar. 16-20. Help open a show! Assist in the running of the show wardrobe department fitting and sewing costumes for approximately 16 performers for 2 shows. REQUIREMENTS: Theatre, costume design, sewing. Provide own housing and transportation.

106. **SOCIAL SERVICES ASSISTANT:** Morris County Employment and Training Administration, Morristown, NJ. (C) Jan. 5-16. Assist ETA applicants with paperwork, phone verification, and referral sources. Observe staff interviewing, help with eligibility determination, and accompany outreach recruiters in the field. REQUIREMENTS: Sociology, psychology, communications, interest in working with people. Public transportation is available; provide own housing.

107. **SOCIAL SERVICES FOR THE ELDERLY:** Nutrition Project for the Elderly, New Brunswick, NJ. (B) Jan. 12-16. Opportunity to gain an overview of careers in a federally funded project with-in a local multi-service agency — the YWCA. Par-

122. **URBAN DEVELOPMENT:** State Department of Community Affairs, Trenton, NJ. (D) Mar. 16-20. Introduction to the bureau of landlord - tenant relations. Work on hotline and attend field seminars. REQUIREMENTS: Interest in law or urban planning. Public transportation available. Provide own housing.

123. **URBAN PLANNING:** Neighborhood Reinvestment Corp., Neighborhood Preservation Division, Washington, D.C. (B) Jan. 12-16 or (D) Mar. 16-20. Assist in the evaluation of neighborhood research projects and provide back-up to the Director. REQUIREMENTS: Writing, thinking, speaking. Public transportation available; provide own housing.

124. **WOMEN'S ISSUES PROFESSIONAL:** N.J. Department of Community Affairs, Trenton, NJ. (A) Jan. 5-9; (B) Jan. 12-16; (C) Jan. 5-16; or (D) Mar. 16-20. Variety of assignments assisting regular staff members including the displaced homemaker project, monitoring legislative bills, preparing manuscripts for publication, and compiling a resource directory. REQUIREMENTS: Interest in Women's issues; ability to analyze research and write; background in Women's Studies, journalism, communications, political science, economics. Public transportation is available; provide own housing.

125. **YOUTH PROGRAM PLANNER FOR 4-H:** Madison County Cooperative Extension Service, London, Ohio. (A) Jan. 5-9; (B) Jan. 12-16; (C) Jan. 5-16; or (D) Mar. 16-20. Assist with recruitment, public relations, and planning; work on specific upcoming programs and help in resource library. REQUIREMENTS: Any major. Housing and transportation provided.

126. **CITY EDITOR:** The Daily Register, Shrewsbury, NJ. (C) Jan. 5-16 or (D) Mar. 16-20. Rewrite news releases, write obituaries, cover a news event, perhaps write feature, observe total operation of a daily newspaper. REQUIREMENTS: Should have strong training in English, some basic journalism, typing and lots of curiosity. Provide own housing and transportation.

127. **NUTRITIONIST:** Department of Community Affairs, Division on Aging, Trenton, NJ. (D) Mar. 16-20. Observe on-going nutrition program for groups of the elderly; work on special problems of food and nutrition as they relate to public administration of social gerontology. REQUIREMENT: Background in Foods and Nutrition and an interest in public administration and/or social gerontology. Must be a licensed driver. Provide own housing.

128. **PUBLIC ADMINISTRATION:** Department of Community Affairs Office of Community Services, Trenton, NJ. (C) Jan. 5-16. Provide technical and fiscal assistance to community action programs across the state regarding funding and training, preparation of contracts, etc. REQUIREMENTS: Interest in public administration and its function with regard to poor people. Provide own housing and transportation.

129. **PUBLIC RELATIONS/CONSUMER AFFAIRS:** Toy Manufacturers of America, New York, NY. (C) Jan. 5-16. Public relations overview in regard to publicity for media, organization of trade show, consumer correspondence, speakers bureau, press kits, researching of articles. REQUIREMENTS: English or Communications major, good typing and organizational skills. Provide own housing and transportation.

CASE STUDY 7: EXTERN PROGRAM EVALUATION (STUDENT)

Douglass College

Name____Class_____DPO______

Job Number (if known) and Title or Description of externship in which you participated____

____

Supervisor's name and firm____

____

Did the sponsor for whom you worked explain and discuss with you various aspects of his/her career and the precise nature of the work?

Did you follow through on one particular project or were you exposed to a variety of areas of responsibility?

Were you given instructive, meaningful tasks or busy work?

Did you find the sponsor cooperative? enthusiastic? friendly? Please comment:

Was the experience as a whole

___ rewarding and well worth doing? ___ all right? ___ disappointing?

___ other Explain:

Was your externship (check one)

1. one that you requested ☐

or

2. a job selected for you by the screening committee ☐

If you checked #2 please evaluate briefly how you felt about this both before your externship and after the job experience.

For what reasons did you choose to participate in the program? (check as many as you wish)

___ to learn more about a specific career

___ to learn more about the kinds of career options within a field

___ to gain a source of a future reference

___ to have an "in" for a summer job

___ other:

In accordance with the above, were your expectations fulfilled?

Did your experience expand or alter your career expectations or plans? If so, how?

Additional comments of any kind:

CASE STUDY 7: EXTERN PROGRAM EVALUATION (SPONSOR)

Douglass College

Name____

Firm for which you work______________________________

Position______________________________________

What was the name(s) of your extern(s)? If more than one, use a 1, 2 or 3 before her name to identify the answers which refer to the particular student.

____

Did the extern(s) follow through on one particular project or was she exposed to a variety of areas of responsibility? Please give examples of the kinds of responsibilities you assigned.

Did the extern(s) produce intelligent and acceptable work?

How would you describe the extern(s) in terms of neatness, promptness, responsibility, personality in general?

Was your experience as a whole

___ rewarding and well worth doing? ___ all right? ___ disappointing?

___ other:

Other comments or suggestions:

CASE STUDY 8

Douglass College

One-day Career Conference

I. DESCRIPTION

Career conferences have alumnae as the primary target but extend the welcome mat to students and to women in the vicinity. Douglass College has been holding them almost annually since the early 1970's. The conferences are designed to provide helpful information and guidance at minimal cost to large groups of people.

These conferences are usually co-sponsored by the Alumnae Association and the Career Development Office, with the Women's Center on campus occasionally as a third sponsor. They attract from 100 to 400 people. Conferences have been held on such topics as "Alternatives to Classroom Teaching," "Putting the Ms. in Management," "Where the Part-time Jobs Are," "Getting into Your Own Business," "Beating the Employment Game," and "Returning to the Work World." (See following material).

Conferences are ordinarily held on campus from 9:30 a.m. to 3:00 p.m. on a Saturday. An out-of-state club co-sponsor has sponsored one conference, and we also held one in New York City at a large insurance office. A keynote speaker usually opens the conference, followed by a panel of speakers. There may be representatives of various aspects of a large career field or Douglass alumnae who, as convincing role models, describe their own career paths. Lunch is usually a working time; inexpensive box lunches are provided and participants meet in small informal groups with the speakers as the discussion leaders.

Afternoon sessions vary. With some topics we have found a group of business and industry representatives willing to set up displays showing opportunities in their fields and to be present to answer questions as the participants go from display to display. With some topics we can schedule workshops given by career development personnel (similar to those provided for students during the year). With enough staff three or four sessions can be arranged on such topics as "How to Develop One's Career Goal," "How to Identify Your Skill," "Writing a Resume," and "Interviewing Techniques." Participants usually can select two sessions to attend.

In addition to the program sessions, the committee always gives out packets of materials it has secured either free or at a minimal cost from government and business sources. The committee also arranges a display table of other materials it has in limited supply. A bibliography of helpful books or other resources prepared by the committee is also part of the giveaway materials.

It's also advisable to make arrangements on campus for day care for children during the conferences.

II. PUBLICITY

One-day conferences are scheduled far enough in advance so that they can be advertised in the Alumnae Newsletter, thus saving the cost of mailing a special brochure. A return registration form accompanies the publicity. We also mimeograph a flyer, which can double as a poster, to send to area women's organizations and to students and area alumnae clubs. And, of course, news releases go to area newspapers and radio stations.

III. BUDGET

Conferences such as these are ordinarily at minimal or no cost to the Alumnae Association or to the Career Development Office. Alumnae and other women pay their own way -- the cost of the box lunch and maybe a dollar or two for the materials they receive. Students come free or at a token cost to take care of their lunch. Speakers are almost always free; most government offices and businesses are pleased to send speakers. Alumnae, selected from our Alumnae Career Bank, always speak for free. All speakers receive lunch, however, and, depending on the situation, may be given travel expenses.

IV. PITFALLS

Although a keynote speaker may require an honorarium, be cautious about agreeing to pay anyone on a panel. Usually if you pay one person, you must pay everyone. Another caution: even if there is no cost involved, charge a token amount and take reservations so that people will feel committed to come no matter what the weather or other last-minute complications.

V. BENEFITS

Conferences such as these provide valuable services and information to both your alumni and your students at practically no out-of-pocket cost. A small staff, working with a good committee, can provide worthwhile services to large numbers of people. If you invite other participants from your area, you are also helping with the public relations image of your college.

Prepared by: Adelaide M. Zagoren
Executive Director
Associate Alumnae of Douglass College
Clifton Avenue
New Brunswick, NJ 08901

CASE STUDY 8: SAMPLE CAREER PROGRAM

Douglass College

CAREER OPTIONS '77

December 3, 1977 Hickman Hall - Room 101

Panel (10:00-11:30) - "Rx for a Career Search"

Moderator: Adrienne Anderson

Panelists:

Sophia: Anita Marcus Dierk '74
Started Douglass '57, left sophomore year to marry
Morris County College part time '68-'70
Full time Douglass '71-'74 Major: Sociology
Employer: Town of Morristown, Community Relations Specialist

Susan Bennett Easton '75
Major: Sociology
Employer: Mercer Street Friends Center
Visiting Homemaker Service

Job Changer: Roslyn Holtzman Nierenberg '50
Douglass '50 English; '70 Registered Nurse
Instructor in Psychiatric nursing at Holy Name Hospital

Job Hunter: Sara Holtzman Glick '50
English
Returned to job market after many years raising family and doing volunteer work. Currently in advertising and public relations.

Job Recruiter: Maxine Katz '69
Psychology - MA Sociology '75
Bankers Trust Co., Assistant Vice-president in Personnel Management Recruiting

Specialists (lunchtime job discussions 11:30-1:30)

Areas of interest

Room 112 - Arts: Cheryl Pedersen, '69 English
Part time Middlesex County Arts Council

Florence Gaspari, '54 English
Interior Decorator

Donna DiBella, '75 Music & Art
Self-employed piano teacher

Buffe F.X. Laffey, '75 Art
Photographer

Doris Gilman, '73 History & Political Science
Student New York School of Design

Room 113 - Government:

Lyn Stein, '68 Home Economics, '75 Human Resources
Manpower Development Specialist, U.S. Dept. of Labor

Esther Mandelay, '70 Sociology
U.S. Customs Inspector

Mary Jo Ortiz, '68 Economics-Sociology
Internal Revenue Service

Lynn Pinto, '76 Spanish Education
Social Security Administration

Dell Stifel
N.J. Department Civil Service - opportunities for women in state government and industry

Room 114 - Law:

Sharon McGerna, '74 History
Law Student

Andrea Mardoni, '73 English, Paralegal Institute '73
Education Coordinator American Insurance Association

Kathleen Okenica, '71 Political Science, '76 Law
Intern with Deputy Director & Special Counsel N.J. Housing Finance Agency

Room 114 - Social Services:

Jane Gray, '70 Psychology, '73 MSW
Psychiatric Social Worker

Marlene Christiano, '75 Health & Physical Education
Field Director Mobile Unit "Careers in Health"
Hospital Research and Educational Trust of N.J.

Nancy Yusko, '69 Religion
YWCA, Director of Nutrition Project for Elderly in Middlesex County

Room 116 - Data & Information Processing:

Rita Herbst, '68 Latin American Studies
Systems Analyst, Equitable Life

Marilyn Urso, '69 Math
Senior Computer Analyst, Schering Pharmaceutical

Wendy Zimmitti, '74 Economics-Math, '77 Operations Research
Systems Engineer, Bell Telephone Laboratories

Room 117 - Large Corporations:

Judith Slootsky, '73 English
Buyer for Home Furnishings for all Bambergers stores

Diane Bilhardt, '74 French
Acting Director of Marketing at Franklin State Bank

Joyce Mitchell, '67
Personnel Management at Johnson & Johnson

Room 118 - Communications/Public Relations:

Carol Carlson, '68 English, '73 MS Journalism
Fairchild Publications

Sandra Lanman, '72 English
Home News Reporter on leave of absence

Wendy Littman, '68
Part time Public Relations for non profit organization
(American Leprosy Mission)

Room 119 - Sales: Ann Marie Hodulik, '76 Political Science
Sales Representative for IBM

Phyllis Logie, '60 Education
Real Estate Harayda Agency

The "Specialists" will be able to answer questions regarding particular requirements for their jobs, current availability of jobs in their field, and potential for advancement.

Room 101 - Workshop on Job Hunting Techniques - 1:30-3:00

Resumes, Interviews, Contacts

THE WORK SHOP - "Job Hunting and Career Decision Making"

Conducted by Claire Krucher and Arlene Berman, Office of Career Development and Placement

CASE STUDY 9

Bryn Mawr College

Alumnae Club Career Networks --

The Beginnings of an "Old-girl Network"

I. BACKGROUND

About five years ago several Bryn Mawr College Clubs decided to develop career networks as an integral part of the local club structure and in cooperation with the college's Career Planning Office. From their inception these career networks were seen primarily as vehicles for career information rather than job placement. Job referrals and placements were viewed as a happy, fortuitous, and exceptional by-product. The primary purpose of the networks was and is to develop a file of alumnae in various professional and career fields who are willing to be available to other alumnae and students to discuss their career fields -- the jobs, qualifications and training necessary, opportunities, limitations, and so on.

II. ORGANIZATION

Bryn Mawr now has functioning career networks in six major cities and more loosely organized groups in several other locations. In all cases the career network coordinator is appointed by the local club (ideally in consultation with the Career Planning Office) and is a member of the club board to ensure good communication and contacts. This link also gives the career coordinator some legitimacy, limited budget support, and publicity through the club newsletters.

To start the career files, Bryn Mawr sent out a questionnaire to the local constituency. (See following material). The returned questionnaires became the basis of a reference file; a duplicate copy of the file is kept in the Career Planning Office on campus. The files are updated and augmented as additional information is supplied by the Alumnae Office, Career Office, or by local alumnae or others. In most cases the career coordinator keeps the file in her home or office, and her phone numbers are printed in all club newsletters. In those cities in which Bryn Mawr alumnae also have bookstores, the files may be kept there to be readily accessible to alumnae and students.

III. SERVICES

The career network program is basically a reference service. Those wishing information are put in touch with those who have it. Current students initiate contact with the alumnae networks through the Career Planning Office. This provides an opportunity for appropriate screening and briefing about how to use the network effectively.

Some career networks have also sponsored workshops on writing resumes, conducting effective interviews, investing personal assets, and so on. They have also arranged speakers and seminars, often in cooperation with other women's colleges. (In Washington and San Francisco the Seven Sister Colleges are jointly producing a manual of job opportunities.)

IV. BUDGET

In most cases the Bryn Mawr career networks have had minimal expenses, which have been covered by a modest appropriation from the local club budget. (In New York the Bryn Mawr Club generally allocates about $100 annually to the career network; the budget of the club, in turn, comes from voluntary dues.) Generally, the biggest cost is for an initial mailing of questionnaires. Alumnae programs in general pay their own way with minimal admission fees, as necessary. With our Washington network we experimented with a paid part-time coordinator for several years, using funds that had been given to the college to support Career Office efforts. However, our limited experience does not indicate that the presence or absence of funds for a paid coordinator provides the critical difference between success and failure. The more critical factors are the initiative and imagination of the coordinator, continuous publicity, the support of a cohesive club group, the availability of the coordinator by phone, a visible place for the files, contact with the Career Office, and ongoing networking among the alumnae in the particular area who can be resources of information as well as recipients of services.

V. SUCCESS STORY

One of the things that developed from the Washington network is a heartening success story that typifies what networking is all about. The wife of the Governor of Maryland was seeking an aide. She is a Bryn Mawr alumna and determined that, all other things being equal, she would like to find a Bryn Mawr alumna for the position. She contacted the coordinator of the Washington career network, who subsequently relayed notice of the opening, a job description, and the specifications to the college's Alumnae and Career Offices. She also contacted the local clubs in Washington and Baltimore. Several people were suggested, but none seemed just right. In the end the coordinator herself applied for the position and was hired. So the club has had to appoint a new volunteer coordinator, but she inherits a good precedent of successful networking.

VI. PITFALLS

The biggest pitfall is one of rising expectations and subsequent disappointment. Some alumnae and students become involved with or respond to the network in anticipation of job placement, despite caveats to the contrary. There are also alumnae who readily indicate a willingness to be of help and who are then disappointed if not contacted. Conversely, some people, because of geography or profession, have been overloaded. Bryn Mawr's Career Office tries to monitor student contacts with alumnae to mitigate this problem. It is also wise to brief students and alumnae thoroughly on what kind of help can reasonably be expected (advice and counsel, but not placement or overnight accommodations), and on the responsibility of those seeking help. We remind students that they should be punctual in keeping appointments, that if introductions or referrals are made to other professionals, they must follow up appropriately, and so on.

VII. EVALUATION

Bryn Mawr's Alumnae Career Networks are still in their infancy, but their potential seems unlimited. Some of the tangible results are that many alumnae and students have had ready access to pertinent information and timely help, and some job placements have ensued. The intangible benefits are at least as great. The career networks give the Alumnae Association and the local clubs visibility on campus. Our publicity procedures are still imperfect, and not all students know of the career networks. The networks are a good way to introduce the Alumnae Association to its future constituents. It is nice to be able to highlight a useful service before soliciting financial support. Further, many alumnae are drawn to the local clubs by the existence of the career networks. They give the club a relevancy for young professionals and return-to-work women alike -- and for all those in the stages in between. A network is only as good as the multiple contacts and support it engenders. To flourish, it can't be imposed from above; it depends on continuous grassroots support and nurturing.

Prepared by: Betsy F. Havens
Executive Director of the Alumnae Association
Bryn Mawr, College
Bryn Mawr, PA 19010

CASE STUDY 9: CAREER NETWORK SURVEY

Bryn Mawr College Career Network

1979-80 Survey
Washington Area

Name ______________________________

Home Address ______________________________

Telephone Number ______________ Class ________ Major ______________

Graduate Degrees ______________________________

Current Work (paid or volunteer)

Job title and description ______________________________

____

____

Name of organization ______________________________

Address and phone number ______________________________

Length of time there ______________________________

Recent previous work ______________________________

____

____

____

Resource Information

Will you share information about your present or past work with other alumnae? ______________________________

Are you in a position to know about job openings in any field? ______________

If so, what fields? ______________________________

When and where is it best to contact you? ______________________________

____

How Can The Career Network Help You

Would you like us to keep you informed of job openings? ____________________

In what other ways could the Career Network be useful to you? ______________

____

If Unemployed

Are you planning to look for work now or in the near future? ______________

____

In what way can the Career Network help *you*? ____________________________

____

How Can You Help with the Operation of Career Network

Can you help us to update the surveys? (one-time telephoning) _____________

Can you help with resumes or with SF171's? _________________________________

Can you help us locate resources and information? __________________________

And Finally

Do you have any favorite job-hunting strategies? ___________________________

____

____

____

____

Please complete and return to

"Mike" Halperin
7740 Tauxemont Road
Alexandria, Virginia 22308

(703) 765-5853

Thank you!

CASE STUDY 10

Associate Alumnae Of Barnard College

Career Network Programs

I. DESCRIPTION

The Advisory Vocational and Student Affairs Committees of the Associate Alumnae of Barnard College have long been concerned with the development of an effective "new girl's network" for students and alumnae. Two programs were initiated by these alumnae committees: in 1973, the Intersession Internship program; and in 1975, the Contact program.

The Intersession Internship program (see following material) offers short-term volunteer work experience related to academic and career interests. It was conceived in response to the student need for earlier crystalization and more sophisticated exploration of vocational goals. The program began with an alumnae committee mailing to 600 alumnae culled from class news columns. These alumnae were invited to participate in the first winter internship program. That first year the committee supervised the program, and students worked out their own schedules with volunteer alumnae. The program met with such enthusiastic response and success that the college soon committed staff resources and professional guidance. The program was implemented and run thereafter by the Office of Career Services with the cooperation of the alumnae committee. Today, internships are offered by alumnae as well as other employers willing to assist the college and enhance the future of its young women.

In the fall of 1975, alumnae in the New York area were invited to participate in Contact, a pilot project conceived and sponsored by the alumnae in cooperation with the Office of Career Services. The program was designed to bring alumnae active in a wide variety of careers together with alumnae and students seeking career information. It was launched through a mailing to 6,000 alumnae, which included an explanatory letter stating the purpose of the program and a form to be completed and returned by the alumna willing to share her career experiences with other Barnard women -- both alumnae and students. The respondent identified her professional experience, the type of help or advice she could offer, and the circumstances under which she would be available to advise other alumnae and students.

The forms were collated by alumnae committee members into broad fields, which were then classified into more specific areas. Enclosed in giant-size, loose-leaf binders, the forms were placed on open shelves in the Office of Career Services for reference by alumnae and students. Categories for the New York program include arts, media, business, finance, public relations, education, library work, humanities, math, science, health services, medicine, psychology, law, government, social work, sociology, writing, publishing, and miscellany.

A follow-up letter of thanks and a brief evaluation form were sent to all respondents. A second mailing requesting updated career information was also sent; those who did not respond the first time were again invited to participate. In 1979, the Office of Career Services assumed the responsibility for the New York program and now regularly updates it with mailings to alumnae in the metropolitan area.

II. EXPANSION OF PROGRAMS

In response to inquiries about Contact from alumnae in other areas of the country, the alumnae committees prepared a booklet called "How To set Up a Contact Program." (See following material). It describes the New York program and provides suggestions for the establishment of a local program. The booklet was sent to club presidents and to regional representatives throughout the country. Several other programs were initiated as a result. The organization and size of local programs have varied according to the needs of each geographical area. The key ingredients of every program are flexibility and conscientious administration. A team of dedicated volunteers willing to maintain files, classify forms, and provide information during specified hours is necessary. The Alumnae Office provides the lists and mailing labels for each program at the request of the club president or a designated liaison. The Alumnae Office, the Career Services Office, and the Advisory Vocational Committee are available to assist alumnae in establishing local programs.

III. PUBLICITY

Participation in the Contact program is promoted through direct mailings to alumnae. Each local area is encouraged to use local media to increase interest and participation when a new program is launched. In addition, each fall and spring the Alumnae Office publishes a brochure called "Welcome Back to Barnard," which describes alumnae services and campus programs and events of interest to alumnae. The Contact Program is described in this publication, as well as in Barnard Alumnae, the quarterly magazine sent to all alumnae.

IV. BUDGET

Initial and follow-up mailing expenses and clerical support for the New York program were borne by the college. The Alumnae Office has also helped local groups with the initial mailing expenses of launching area programs. Members of the Advisory Vocational Committee contributed many hours of volunteer time to organize the initial responses and to establish the Contact books for the New York program. Mailing expense and clerical support since then have been the responsibility of the Office of Career Services. There is no charge to students or alumnae for participation in or use of this program.

V. PITFALLS

Since the privacy of participating alumnae must always be safeguarded, it is wise to set up criteria for use of the Contact files and the area mailing lists. Lists should be made available only to official club or area representatives, and it should be understood that the information is not to be given to any outside organizations or individuals. The books should be maintained by one person or kept in a specific location or office. They should not be allowed to circulate or to be duplicated. It should be made clear to participating alumnae and students that the program is set up to provide advice and information and that it is not to be used for individual profit or as a job seekers' service. If any of those participating are in the fortunate position of knowing about job openings, they should be encouraged to contact the Office of Career Services so that the jobs can be referred to job-hunting alumnae.

VI. BENEFITS

Hundreds of Barnard alumnae and students have participated in the career network programs developed by the alumnae committees. The internship program now includes 225 sponsors and serves approximately 250 students annually. The Contact file has expanded from the original 600 to 1,000 entries. The concept of women helping women is one to which Barnard is committed. The internship and Contact programs have proven effective ways for Barnard women to help and learn from each other.

Prepared by: Irma Moore
Director of Alumnae Affairs
Barnard College
606 West 120 Street
New York, NY 10027

CASE STUDY 10: BROCHURE COPY

Barnard College

The Internship Program

Even as the requirements of the work world become more specialized, there continues to be a need for the professional with a liberal arts educational background. Liberal arts graduates are well prepared for a rapidly changing world. Many generally-educated individuals, however, find it tough to get jobs unless they have had professional work experience. The internship program was developed to help students get that experience and make career decisions.

An internship is a work experience that a student wouldn't ordinarily have access to because she is inexperienced in that field or is without a graduate degree. It is a chance to experience, first hand, work roles that may be unfamiliar to her or stereotyped by her. Interns gain invaluable insight into the day-to-day functioning of a career person, as well as into the more elusive aspects of a particular field, insight into their own abilities, and crystallization of career goals. Sponsors offer supervision and guidance to students eager to see for themselves different careers and lifestyles. Sponsors are rewarded by the satisfaction of knowing that they have provided a potent learning experience which may help a woman to make important choices. Sponsors in the past have been proud to have encouraged able contributors to the field.

Internships vary in length of time. Interns may work in one to three different time periods: summer, semester (Fall and/or Spring), or intersession. By far the largest number of students work full-time during the intersession vacation (160 last year) from mid-December to mid-January. Formal application procedures, beginning in early Fall, are necessary for all participants due to their large numbers. Full-time internships for summer and full or part-time internships for semesters are arranged at a date closer to the time of the internship.

Who Does Internships?

Any student interested in and able to devote the time required may arrange an internship. Sponsors from every conceivable occupational field have offered interesting experiences at a high level.

Are Internships Paid?

Some sponsors, especially for summer internships, do offer a small salary or lunch and/or carfare. The majority of internships, however, offer no financial benefits. Some grant money is available from the Barnard College Undergraduate Association to involve students who would be unable to participate in the Intersession Internship Program without some funding.

What About Academic Credit?

The Experimental Studies Program is a cluster of elective courses that focus on experiential learning. Through independent projects, internships, workshops, and seminars, students explore non-traditional areas of study. Each year a small number of students earn academic credit for their internship through this program. Each student meets regularly with a faculty sponsor and the internship sponsor as well as attends a weekly E.C. class to enrich the internship learning experience.

For more information contact:
Internship Program Supervisor
Office of Career Services
Barnard College (212) 280-2033
New York, NY 10027 (212) 662-7300

Making the Internship Work

Sponsors:

1. Before completing a proposal form, determine what supervision is available for the student and know what skills and experiences will enable the intern to make the best use of the experience and make a contribution to your place of work. Are you confident that your situation is appropriate for an internship?
2. Determine in advance what the intern will be doing. Discuss this during the preliminary interview and correspondence. Although observation and clerical/secretarial tasks are important aspects of many jobs, interns are anxious to learn new skills and work roles and should not spend their brief time with you doing only these chores.

Students:

1. Determine what you hope to accomplish by this internship. Do you plan to make decisions concerning graduate or professional schools? pick a major? get concrete experience? Also determine what your financial, geographical, or time limitations are
2. Focus on your skills. Which ones would you like to develop or refine? Focus on career fields. To gain a better understanding of what is involved in various career fields, use the Career Services Library. Research of this kind will better equip you to choose, with the coordinators, an appropriate internship offering.

Both:

Share something of your own life experiences. Students are interested in how their sponsors got involved in their field, how they feel about their positions, and what other responsibilities or interests they pursue. Sponsors are concerned with their interns' career plans, their extracurricular activities, and what attracts them to the sponsor's line of work. Sharing personal aspects of your lives will greatly enrich the experience for both of you.

Comments from Participants

"I think the most valuable thing I learned was that I can get along outside of a strictly academic atmosphere."

"A great idea! I wish I'd taken advantage of a program like this when I went to Barnard."

"It helped me to know what a medical technician does, and now I know that I don't want to be one, although the field is interesting."

"I thoroughly enjoyed the personal exchange with these young women—they are bright, lively, and confirm my confidence in Bernard as an important experience for women."

CASE STUDY 10: BOOKLET EXCERPT

Barnard College
COLUMBIA UNIVERSITY, NEW YORK 10027

SAMPLE INTRODUCTORY LETTER

Dear Alumna:

Are you exploring career possibilities: considering a change in careers or hoping to reenter the job market? Or are you perhaps a career woman already enjoying some of the fruits of her labors? If you fit into any of these categories, you can help us implement our CONTACT program. Its PURPOSE: to provide a service in bringing together alumnae active in a wide variety of careers with other Barnard women seeking career information.

The first step is to gather our resource corps. If yours has been a positive work experience and you would be willing to share information about it or if you have faced and coped with some special problems which are related to your career, please send back the enclosed form. Be specific about what you do professionally and special interests or opportunities you may have had. Many women would also be interested in knowing how you have combined your career with other commitments. With more options opening for them, women are looking for role models.

Please complete and return the enclosed form to:_____________

____

Then, with your permission, alumnae will begin to contact you. Please be specific about the time you would be willing to donate to the project. Are telephone calls or short meetings at home or office preferable? What time of day would these be most appropriate? Are you in a position to know of potential job openings and willing to share the information? These preferences should be indicated on the form as well.

If you do not have job experiences which you feel you can share at this point, but would like to volunteer to help us initiate the program, please do so.

Let's tap our alumnae resources to make the most of our opportunities. It's time we joined forces to help each other!

Sincerely,

CASE STUDY 11

The Baldwin School

Career Day

I. DESCRIPTION

Every two years, Baldwin alumnae representing more than a dozen different career fields, and coming from many different parts of the country, return for a one-day Career Day. They are assigned to panels, each for a different career area; each panel has a moderator, a local alumna. Students in grades 10 through 12 attend Career Day.

Each panel meets twice for a total of three sessions. Each girl can have her choice of three career areas to visit.

The day begins with an opening address, not necessarily by an alumna. There are two panel sessions in the morning; the panelists have lunch with the students. Then participants hear another speaker (this year's, for balance, will discuss volunteerism), and there's one more panel session.

Before Career Day each panelist contributes a brief autobiography, her description of her job and the preparation she had for it, as well as the qualifications she thinks are important. We put these into a booklet, which is made available to the students before Career Day. A copy is also given to each girl on Career Day.

Panelists get together with their moderators at a dinner the night before Career Day to meet each other and talk about their presentation. There is a wine and cheese social period when Career Day is over.

II. ESTIMATED BUDGET

Mailing/Supplies	$113.50
Phone costs	30.00
Thurs. dinner	240.00
Lunch	120.00
Wine/Cheese Party	110.00
Total	$613.50

Other than time expenditure, these are the only costs. Panelists travel and stay in the area at their own expense.

III. PREPARATION

In effect, preparation for Career Day is a year-round operation. Any time we in the Alumnae Office learn of a graduate who has an interesting career -- either through class notes, casual conversation, families, other alumnae, or the newspapers -- we drop a note in the Career Day folder.

Actual work begins the preceding summer (Career Day is in early February). A volunteer chairperson and committee members, who will serve as moderators, are recruited and asked to suggest participants. In late October, we write to prospective panelists asking them to take part. We enclose a vita sheet and a postcard for accepting or declining the invitation. We also ask if they will need accommodations (see following material). We give them a month to reply; however, we continue to receive replies well into the new year.

Each committee member is assigned a panel; she will keep in touch with its members and will serve as moderator. In addition, the committee is assigned other duties: arranging overnight accommodations for those who need them, preparing the booklet, arranging the dinner held the night before Career Day and the wine and cheese party that follows.

The committee meets in early December to assess responses. Members then contact some of those who have not responded to fill out the panels, and those who have not sent their vitas.

The participants are notified in January about the nature of their panels and are sent the schedule for the day (see following material). A week or two before Career Day the moderators get a folder with their instructions and their panelists and phone numbers. They call their panelists to discuss the entire event, describe the format, and answer any last-minute questions.

At the dinner for the panelists the night before Career Day, moderators go over the program with their panelists, give them the schedule with room assignments on it, and give them a map of the schoolhouse so they can find their rooms easily. Meanwhile, the staff members have been preparing and distributing questionnaires to ask the students what they would like covered in the Career Day program (see following material). We post a list a week or so before Career Day to keep students informed on the participants. We also poll students to find out which panels they would like to attend (see following material). Several weeks before Career Day everyone in the office pitches in to help collate and bind the book.

IV. COORDINATION

The Alumnae Office coordinates the program and works with the volunteer committee in carrying it out.

From 50 to 60 alumna are panelists, and another 10 to 15 are on the volunteer committee. All of the panelists are alumnae; opening and closing speakers are not necessarily alumnae.

On Career Day classes are canceled for the three upper grades; all students must attend Career Day. This year, local alumnae have been invited to sit in on some of the panels because panelists found the exchange of information and ideas among themselves so stimulating.

V. PUBLICITY

Panelists are recruited through letters to those whose careers we have learned of in various ways, such as through questionnaires to alumnae, and through a notice in the newsletter that goes to all alumnae. (One drawing card: an alumna wrote that she could not resist a tax-deductible trip back to visit her family.) As mentioned, student attendance is compulsory. We enhance the quality of their participation by consulting them through questionnaires about their career interests, by giving them advance access to the booklets describing the panelists and their work, and by holding an assembly in advance of Career Day.

VI. BENEFITS

The students see what their predecessors accomplished, and have the opportunity to ask questions about fields that interest them. The alumnae who have participated felt that they gained even more than the students. Some comments from two years ago:

> "The day inspired me to seek better employment."
>
> "This could be the beginning of a very useful 'new girl network.'"
>
> "I was inspired to better my position, and plan to do so."
>
> "It gave me a clearer sense of the pressure today's high school students feel they are under to make career plans."

As for the benefits to the school, one alumna wrote: "It re-connected many alumnae to the school."

We feel that this program established contact in a practical, positive way, and may attract some alumnae who might not otherwise feel they had any reason to return. In addition, the program often receives press coverage, which presents us in a favorable light, both because of the service Career Day provides to the students and the great range of achievements demonstrated by the alumnae.

100

VII. PROBLEMS

The program is very time-consuming. Sometimes the students' requests are hard to fill. For example, after the last Career Day, some complained that there had been no sports career represented. We did not know if we could provide panelists for this, but research turned up people working in physical therapy and in sports medicine, in addition to teachers and coaches and a professional athlete. We emphasize that this program is for the students' benefit, and we are constantly trying to meet their needs.

Some speakers tend to dominate the panel. The solution is to better prepare the moderator, who receives written instructions, including information about setting time limits (see following material).

In addition, sometimes there are too many representatives of some fields, and not enough in others. To resolve this, we sometimes break panels up, (i.e., separate law and government). Or we do some real digging as recruiters to find physicians and veterinarians for the medical panel, for example, and not just nurses.

Another potential problem is subject matter too far removed from the experience of the students, who after all still have college ahead of them. The solution is to make the student questionnaire answers available to the panelists in advance, so that they will know what the girls' concerns are.

Also, there's the problem of the girl who doesn't think in terms of career but concentrates on marriage and family. We have tried to meet this need by having a speaker discuss volunteerism. We also discuss in the assembly before Career Day why we are not having a panel made up of homemakers.

Prepared by: Carole A. Manley
Director, Alumnae Affairs
The Baldwin School
Bryn Mawr, PA 19010

CASE STUDY 11: LETTER TO ALUMNAE

THE ALUMNAE ASSOCIATION
of The Baldwin School
Bryn Mawr, Pennsylvania 19010

On Friday, February 5, 1982, The Baldwin School Alumnae Association is sponsoring their biannual career symposium for Upper School students. The program offers students the opportunity to meet and interact with alumnae involved in many different fields of work. These dialogues provide the students with information they frequently need to make important career decisions in the future.

We would very much like you to participate in our upcoming Career Day, and therefore, we are extending an invitation to you to be a part of our Sports panel.

There will be twelve panels altogether, and each student will be able to attend three sessions of her choice. Each panel composed of 4 or 5 alumnae will be offered twice during the day. The panels will be moderated by a local alumna who will serve as facilitators for the panels and as hostess for the panelists. Keynote speakers will open and close the programs.

It is our hope that this Career Day experience will provide the students with the knowledge that one skill area can open up many job opportunities and that often one job leads to other jobs. We feel that your insights and expertise will add immeasurably to our program, and we hope that your participation will be rewarding in a special way to you as well.

On Thursday evening, February 4th, the School will host a dinner for the panelists and moderators. This is a nice time to get acquainted or re-acquainted. After the dinner, each panel with its moderator will meet briefly to talk about the next day. We hope the panelists will thus know each other better and will have more of an idea of what each will be saying.

Please let us know by November 20th whether you will be able to participate. We will also be able to provide accommodations for you Thursday night if you need them.

We look forward to seeing you at Career Day.

Sincerely,

Deborah Greenfield DeLauro '69
Career Day Co-ordinator

P.S. We have enclosed a vita sheet to be returned by November 30th. From this we make up a booklet for Career Day which is distributed to the students.

CASE STUDY 11: LETTER TO PANELISTS

THE ALUMNAE ASSOCIATION
of The Baldwin School
Bryn Mawr, Pennsylvania 19010

January 18, 1980

Dear Panelist:

The Baldwin School Alumnae Association's Career Day, February 1, is fast approaching. The sophomores, juniors, seniors, the Career Day Committee, the moderators and I all look forward to this year's symposium.

We have just completed final plans for the program and think it will be exciting. A copy of the schedule is attached.

Lee Robb Van De Velde, founder and Vice-President of Distaffers, Inc., a women's employment agency, is our keynote speaker. Margie Tranger Walton, an active Baldwin alumna from '63 is our closing speaker.

60 alumnae are serving on 12 panels. Each panel meets twice with local alumnae serving as moderators. The panel on which you are sitting and the moderator are noted below. We had to rearrange a few panels, so please note if yours has been changed.

Your moderator will be calling you within the next week to discuss the format of your panel, any questions you might have, and overnight accommodations for those who have requested them.

At the suggestion of previous Career Day panelists we asked the students what concerns and issues they wanted addressed. The most common questions are:

1) What education is necessary?
   How did you break into your job?
   How should we be preparing now?

2) How does your career affect your personal & family life?

3) What do you like most and least about your job?

4) What is it like to be a woman in your profession?

4) Will jobs be available in your professions in 5 years?

Before lunch we are showing "Why Not A Woman?", the Pennsylvania Commission for Women's film on alternative jobs for women. If you have a film you would like to show, feel free to bring it. There will be display tables so we ask you to bring any literature or information you wish.

Friday's program ends with a wine and cheese party and an optional school tour. Remember dinner at 6:30 p.m. on Thursday night, January 31. It should be a nice beginning to an exciting program and a chance to meet your co-panelists and moderator. Please return the enclosed card indicating whether you will attend.

Thank you. I look forward to seeing you.

Sincerely,
Mary Hoe Posner '64
Career Day Coordinator

___________________________panel

___________________________moderator

CASE STUDY 11: STUDENT QUESTIONNAIRE

Attention: X'S, XI'S and XII'S

Career Day will be held at Baldwin on Friday, February 5, 1982. 50 Alumnae will participate on panels in each of the following fields: ART, DESIGN, BANKING/FINANCE, EDUCATION, GOVERNMENT, JOURNALISM/PUBLISHING/TV, LAW MANAGEMENT/MARKETING/SALES, MEDICINE, SCIENCE/COMPUTER TECHNOLOGY, SMALL BUSINESS, SOCIAL SERVICES, and SPORTS.

What issues and questions would _you_ like addressed by the panelists? Please jot down some ideas of what you would like to have discussed and return to the box in Mrs. Shaffer-Reath's office by Monday, January 11. Think of general questions appropriate to all the panels. Thank you.

CASE STUDY 11: NOTICE TO STUDENTS

"Where Do We Go From Here?"
Career Day, Friday, February 1, 1980

The following panels are being offered on Career Day:

ARTS, BUSINESS BUSINESS/FINANCE COMMUNICATIONS

EDUCATION JOURNALISM/PUBLISHING LAW

LAW/GOVERNMENT MEDICINE/HEALTH SCIENCE

SMALL BUSINESS SOCIAL SERVICES

You will attend three panels during the day.

Please indicate your choices.

1.

2.

3.

NAME

RETURN TO BOX IN MRS. SCHAFFER-REATH'S OFFICE BY FRIDAY, JANUARY 18

CASE STUDY 11: MODERATORS' GUIDELINES

Guide for Moderators

Calls to Panelists

A. Call your panelists early in the week of January 25th. Wait until you receive your copy of Mary Posner's letter (including final schedule and students' questions) to the panelists.

B. Confirm they will be on _____ Panel. In a few cases, we have had to rearrange panels (noted on your list). If this is the case, please make sure they understand the change.

C. Remind them of dinner on Thursday evening, February 4th, at 6:30 p.m. Urge them to attend as this is their opportunity to meet with you and the other panelists. Ask them to return card indicating their attendance.

D. Tell panelists who requested overnight accommodations (noted) with whom they will be staying. Give them the name and telephone number. They must call hostess to confirm, get directions and make arrangements. Only offer Thursday night, but they can make other arrangements with their hostess if they wish.

E. Explain briefly our schedule for Friday. Ask if they have any questions or concerns. If you don't know the answer call Alumnae Office and call them back.

F. Keep a record of your calls. Submit tally of costs to Alumnae Office when you receive your bill. Baldwin will reimburse you.

Thursday Dinner

A. Greet members of your panel.

B. Introduce them to each other; it might be nice to sit together.

C. Answer any questions.

Friday Panels - Guide panelists from Main Hall opening to their appointed place.

A. Introduce Yourself. Tell group you are moderator and that each person will speak for five minutes with a question period at the end.

B. Introduce each panelist, when it is her turn to speak. Give her name and year of graduation.

C. Panelists should give job description and employer and briefly respond to the questions outlined in the earlier letter. Limit each panelists to five minutes, (this of course depends on the panel size). Be strict.

D. Hold questions until after all panelists have spoken. Ask students for questions, comments, or responses. Remarks may be addressed to one or more panelists. Limit length of the questions and the responses. If there are no questions ask some yourself or ask for any further comments from the panelists.

E. If you want you can take two minutes to "wrap up."

F. Each Panel meets at least twice; introduce panelists in reverse order the second time.

G. Be careful of the time. Students and panelists have five minutes to get to their next place.

CASE STUDY 11: INVITATION TO TRUSTEES, ALUMNAE BOARD

THE ALUMNAE ASSOCIATION
of The Baldwin School
Bryn Mawr, Pennsylvania 19010

WHERE DO WE GO FROM HERE?

On Friday, February 1, the Alumnae Association is sponsoring a career symposium entitled "Where Do We Go From Here?" for juniors and seniors. The symposium will begin in the Residence at 8:25 A.M. with a keynote address by Lee Robb Van De Velde, V.P. of Distaffers, Inc., an employment service for women. It will end with a closing address at 1:55 P.M. by Margie Tranger Walton, Baldwin Class of 1963.

Throughout the morning and afternoon, panels of alumnae involved in many different fields of work are scheduled to take place. The panelists include among others: a physicist from Rockefeller U., Dean of the School of Social Service of Chicago U., Montgomery County's first woman commissioner and a woman who owns and operates her own winemaking business. The panels cover medicine/health, business, communications, the sciences, art, law, small business, journalism/publishing, law/govt., social service and business/finance.

This day promises to be very exciting and is designed to provide our students with some of the information needed to make decisions for what comes next.

We urge you to join us for this special day which will end with a wine and cheese party and school tours for the panelists, the Board of Trustees and the Alumnae Executive Board. If you have any further questions or suggestions, please feel free to contact the Alumnae Office.

Sincerely,
Mary Hoe Posner
Career Day Coordinator

CASE STUDY 12

Dana Hall School

Career Day and New Girl Network

CAREER DAY

I. DESCRIPTION

The career day program at Dana Hall is a day-long series of workshops and panel discussions designed to focus on questions regarding career choices and to heighten awareness of the students. Each panel is composed of three or four alumnae who talk about their own career and the opportunities within their field. Fifty to sixty alumnae participate in the day.

II. GETTING STARTED

It is essential to have the school's commitment when undertaking such a large program. For Dana Hall student attendance is required for the day. The next step is to organize a coordinating committee composed of the college counselor, alumnae director, faculty, student leaders, and member of the alumnae board. The committee's responsibilities include developing a basic schedule of the day, selecting moderators for panels, publicity, and coordinating student attendance. The career days at Dana Hall have had a central theme and a keynote speaker to relate to the theme. We have always chosen someone who would be of interest to the students as well as to the participating alumnae. For publicity purposes a keynote speaker is very helpful.

III. FINDING PANELISTS

Alumnae panelists are chosen as a result of research in alumnae files, questionnaires, classnotes, and suggestions from the development office. The criteria for choosing panelists is: A good rapport with students, positive attitude about the school, good speaking ability, knowledge of a career, and a sense of humor. Do not hesitate to ask someone whom you think would be interesting to the students but who has had no contact with the school. Such a person may represent an area that many alumnae are interested in and that will capture their attention.

The asking process consists of a letter outlining the panelists' responsibilities for the day, a schedule of the day, a list of other alumnae who have been asked to participate, and a request for a resume. You should also let them know that you will provide housing and transportation to and from the airport. Set a deadline for a response and follow up with a phone call to answer any questions.

IV. PUBLICITY

At Dana Hall we have a bulletin board in a visible area. As panelists respond we post their names, class, area of interest, and where they are traveling from. This is a good way to generate enthusiasm within the school community. Sending news releases to hometown newspapers of panelists is an effective way to gain publicity out of the school area, and this usually impresses the participating alumnae. With a keynote speaker, local media coverage is sometimes possible. An article in the alumnae publication listing the names of alumnae helps to keep other graduates informed about the school's program.

V. ALUMNAE BOARD RESPONSIBILITIES

The alumnae board coordinates the transportation and housing of alumnae. It provides an opportunity for "mini-reunions" with local classmates. The participating alumnae need time among themselves and other alumnae to exchange ideas and news. It is important to build this time into the schedule. The board is also helpful in suggesting names of alumnae who would be interested in participating in a career day.

Dana Hall has had a grant that has been responsible for funding career day. The cost has ranged from $900 to $2,000, depending on the honorarium for the keynote speaker and other activities included in the day.

The alumnae director and staff must devote a considerable amount of time to this event. Coordinating letters to panelists as well as organizing other volunteer groups take most of a two-month period.

VI. BENEFITS

The benefits of this program are very rewarding. The re-involvement of alumnae -- especially those who have been involved with their own careers and have not visited the campus since graduation or attended reunions -- is the key factor from an alumnae relations and development point of view.

NEW GIRL NETWORK

The New Girl Newtork is a feature in each Dana Hall magazine. It was designed to develop informally the "networking" concept for Dana Hall alumnae. In each publication three or four alumnae are featured in small articles. The alumnae are chosen for the diverse interests they represent, such as returning to school, working on the Alaska Pipeline, pursuing a career in photography, or starting a business. Alumnae are encouraged to contact the featured alumnae if they are interested in finding out more information about a particular job or lifestyle. This feature provides another avenue of contact with alumnae and can be written by alumnae.

CAREER BULLETIN BOARDS

The alumnae association maintains a bulletin board in a central location for students. Alumnae are featured through news releases, newspaper articles, and small articles written by alumnae. This also provides an avenue of involving alumnae. Alumnae names are taken from class notes or questionnaires. A member of the board then writes to the alumna asking for more information about her job or her volunteer involvement and requests a photograph. This information is then written up and placed on the board for students to read.

A major benefit is that the articles promote student understanding of the diversity of the total alumnae body. Items on the bulletin board usually generate discussion among the students. This bulletin board is a very low cost program that can be coordinated entirely by volunteers.

Prepared by: Carlyn J. Brannelly
Director of Alumnae Affairs
Dana Hall School
Wellesley, MA 02181

CASE STUDY 12: CAREER DAY QUESTIONS

DANA HALL SCHOOL
Wellesley, Massachusetts 02181

CAREER DAY

SOME QUESTIONS TYPICALLY ASKED BY STUDENTS

- What are the different jobs you've had which have led (either directly or indirectly) to the one you have now?
- What interests do you have and how have they helped you decide on your career?
- Are your hobbies like your job?
- What special interests or skills do you need for your job?
- What school subjects do you use in your work?
- What do I need to get such a job -- college, training, or experience?
- How has your particular job changed over the past 10 or 20 years? What do you think it will be like in another 10 years?
- In what occupations can you be employed with your knowledge and training?
- Why is your job important to you? What satisfactions do you get from it?
- How would you describe your job in terms of both its positive and negative aspects?

CASE STUDY 12: NEW GIRL NETWORK IN ALUMNAE PUBLICATION

INTRODUCING DANA'S

NEW GIRL NETWORK

A new feature designed to bring dana women of like interests together.

The alumnae featured have agreed to be a part of the New Girl Network and encourage readers to contact them.

Behind those Commercials........

SHERRY HUNTER McFARLANE ('59) reports that "Media Buying is a career wide open to women, very rewarding, and an area rarely explored when first job hunting. The average person never stops to think why a particular commercial is on a particular show, or how it got there." Strategic placement of commercials is most important considering that a 30 second commercial can cost upward of $100,000 for a Prime Time TV Network Spot shown only once.

Sherry is the Media Director for the Sell-a-Thon Corporation in Memphis, an advertising agency specializing in automobile dealer advertising across the country.

From Northwestern University, where she majored in Radio-Television-Film, she started in radio working in merchandising, sales, promotion, research, production, announcing, traffic and music coordination.

At WHBQ-TV (RKO) in Memphis, she was a copywriter for commercials, promotions and lead-ins, and provided continuity for news and local programs. Moving on to the William B. Tanner Co. as Senior TV Account Supervisor, and then as Television Market Supervisor she worked with clients in major cities across the country.

She explains that the broad background in radio, TV and advertising agencies is essential to media buying - that a three month unpaid internship almost guarantees a good first job. She is enthusiastic about training interns, advising, "Do anything they will let you do and meet as many people as possible."

Ms. Sherry Hunter McFarlane
2267 Massey Road
Memphis, Tenn. 38138

Home on the Range

Raising buffalo and operating a dude ranch were the farthest things from what LOUISE LAMEYER FOX ('45) had in mind when she went from Dana Hall to the Rhode Island School of Design and, eventually, into the New Jersey school system as an art teacher.

Seven years ago, she and her husband, Bayard, heeded the call to go West, opened Bitterroot Ranch in Dubois, Wyoming and a new career was born. On a spread of 1500 acres they raise buffalo which they sell with the hope of perpetuating what has become an endangered species. Meanwhile, back at the ranch, Louise manages accommodations and activities for up to 35 guests who come for the fly fishing and trail riding.

Mrs. Louise Lameyer Fox
Bitterroot Ranch
Duncan Rte.
Dubois, Wyoming 02513

Arabesque in Black and White

SUSAN COOK ('67) contends that the key to the success of a professional photographer is specialization. In four years she has emerged as one of the relatively small number (about 20) of leading photographers of dance and theater. Based in New York City, because "that's where the action is," her work often takes her to far-away-countries.

Her photographs in the book In a Rehearsal Room (published in 1976 by Modernmismo in collaboration with Robin Woodward) transmits the spirit and essence of ballet as she records Cynthia Gregory and Ivan Nagy during the shooting of a dance film by the same name.

She is currently involved in a new book documenting the Alvin Ailey American Dance Company of New York.

Susan's entrance into the world of photo-journalism began with the purchase of a camera while she was a student at the University of London. Encouraged by her advisor to take advantage of the city's cultural offerings, she developed a love for ballet and as her knowledge in both areas increased, the blending of the two mediums gave her the courage to strike out in a new direction - quite a departure for a teacher with masters' degrees in English and Psychology. Two years apprenticeship with reknowned phtographer Martha Slope and published photographs in Dance led to reproductions in Time, Newsweek, the New York Times, Horizon and other periodicals.

She explains that the ability to take pictures without offending the audience or performers, basic public relations skills, and intense preliminary research are important factors in achieving success, the foresight to expand into other specializations assures continued success. In her case, the theater has been the next step in expanding her horizons.

Ms. Susan Cook
440 Riverside Drive
New York, N.Y. 10027

CASE STUDY 13

Cranbrook and Kingswood Schools

Career Day

I. DESCRIPTION

Career Day at Cranbrook runs from 8 a.m. until 12 noon. Students are expected to be in school and attendance is taken. We have speakers representing 25 different fields. Career Day is designed for 11th and 12th graders and involves approximately 400 students, including girls from Kingswood. There are four one-hour sessions. The groups are kept small, with no more than 25 students per session. The sessions begin on the hour and last 50 minutes. There is an introduction by a faculty member and a presentation that lasts about 20 to 30 minutes. There is time allowed for questions. The speakers are invited to have lunch with other speakers, as well as faculty and students.

II. BUDGET

No definite budget is allowed for Career Day. The schools pick up the cost of the lunch for the speakers and the cost of mailings to parents. The salary of the staff working on Career Day is paid for by the schools.

III. COORDINATION

Career Day at Cranbrook is organized by Delvin Walden, Dean of Students, and his secretary, Judy Stafford. At Kingswood, the coordinator is Susan Cohen, Director of Special Events.

Various members of the Dads' Clubs and Mothers' Clubs help recruit speakers for the different careers. On Career Day students (Blue Key members) meet speakers at the main parking lot and escort them to the Academic Building where coffee is served. Faculty members then meet their assigned speaker and show the speaker to the room where they will give their presentation. The faculty member will also introduce the speaker to the students and take the speaker to lunch.

Approximately 10 alumni assist us either as career speakers or as recruiters of speakers. All juniors and seniors (approximately 400 students) participate in the career day.

IV. PUBLICITY

Through the Dads' Club meetings and personal contact by the Dean of Students, alumni are asked to recruit speakers. We publicize the Career Day through assemblies and posters.

V. BENEFITS

The students benefit by listening and learning about different careers that they feel they are interested in. The speakers and alumni enjoy presenting their experiences regarding their individual careers and giving beneficial information to the students. It provides a vehicle for encouraging alumni to return to the campus and for maintaining their ties to the schools.

The scheduling of the students and organizing of career sessions is very time-consuming. The career selection sheet is the key to organization. It is necessary to: 1) Take the career selection sheet and have students (11th and 12th graders) make an initial selection at an assembly. They number their selections in order of preference from 1-4. 2) Do a tally of totals from the school and select rooms to accommodate these numbers. 3) At another class meeting, have students make a final selection on a Career Day selection sheet with the room numbers already assigned. 4) Take the career selection sheets and make assignments of classes, writing class periods next to their selections. (You can then use this same career selection sheet as the students' schedules for that day or take the information from the selection sheet and copy it onto another schedule.)

This is the second year that the program has involved both boys and girls. The program was established at Cranbrook School and carried out only for boys for a number of years.

Prepared by: Diane Yelle Spence
Director of Development
Cranbrook Educational Community
380 Lone Pine Road
Bloomfield Hills, MI 48013

GLOSSARY OF TERMS

Career counseling or career development: A program designed to provide assistance, advice, and information to students (and sometimes graduates) on the choice of and preparation for a career, the job search, and development of credentials. Usually an offering of a career counseling or career development office on campus.

Job placement: Assisting candidates to identify available jobs. Some institutions have well-defined programs for this; some have only the preparatory programs for career counseling and development. A job placement program usually includes on-campus recruitment, listings of current vacancies, and sometimes a computerized matching service.

Externship: Usually a short-term opportunity for a student to explore career options on a one-to-one basis with a sponsor. Neither pay nor academic credit is ordinarily a part of this program.

Internship: Longer-term opportunities, usually lasting a semester or a summer, in which a student works on a specific job assignment under supervision of a person who provides an evaluation of the student's performance for academic credit. Pay may be involved, but is not necessarily a part of an internship. This program must be authorized by the professor or instructor who establishes the criteria for academic credit.

Network: Groups of alumni working in a related field or having common experiences who provide opportunities for people with similar interests to get to know one another, to provide assistance to each other, and to establish professional contacts.

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Starting and Managing a Small Business of Your Own, 1979

Working for the U.S.A., 1979

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